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ABSTRACT

This document describes the efforts of program administrators to implement an organic curriculum in the John Adams High School in Portland, Oregon. The chief program administrator coordinated efforts to develop individualized instructional materials, to revamp school organization, and to create a fully differentiated staff. Organic curriculum is a learner-rather than a teacher-centered course of study utilizing packages specifying behavioral objectives. (Appendixes present a variety of materials describing John Adams High School.) (RA)

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FINAL REPORT

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COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF PORTLAND, OREGON

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TABLE OF CONTENTS

Introduction

Analysis and Orientation of the District 2

Planning and Operating John Adams High School 3

Staff and Program Development 5

Diffusion of Information 8

Findings and Analysis 10

Conclusions and Recommendations 16

ES '70 YEAR-END REPORT

INTRODUCTION

ES '70 is a cooperative local-state-federal program for the development of a new comprehensive secondary school curriculum and organization which will provide an individualized education for each student, highly relevant to his experience and his aspirations and to the adult roles which he will play, and economically practical within available public resources.

In May, 1967, the ES '70 network was formed to devise a program for the development of this new secondary school. Participating in the ES '70 Program were approximately 17 representative local school districts across the United States, 14 state education departments, a number of universities, foundations, private non-profit and profit making organizations, the U. S. Office of Education and other federal agencies. The experience developed under this program is available to all school systems.

The ultimate aim of such a highly diversified, long-range research and development program is to validate the widest possible range of educational processes and procedures. From this rich array of alternatives, local school administrators should be able to select and combine whatever elements they think are best suited to the needs of their particular community. Full control remains where it has been traditionally--on the local level.

In its initial phase, ES '70 has been more intent on asking questions than supplying answers. Nothing is more likely to handicap the search for a superior system of education than the presentation of premature answers. Nothing is more essential to final success than asking the right questions of all concerned: local, state, and federal government officials, school board members, state education officers, university educators, school administrators, teachers, parents--and the students themselves. Thus the objectives of ES '70 are to radically change the present secondary educational program in the direction of a learner-oriented curriculum. Furthermore, the program set out to integrate academic training, occupational training, and personal development in grades nine through twelve. The intent also includes the utilization of past, present, and future research in order to maximize individualized instruction.

In September of 1967 the local ES '70 project was integrated with a clinical high school model proposed by a group of experienced teachers in their final year of doctoral study at the Harvard Graduate School of Education.

Four members of the group, together with two experienced administrators for the Portland School District, one the local coordinator of the ES '70 program, spent the school year 1968-69 planning John Adams High School. They envisioned a clinical high school in which the various objectives of ES '70 might be implemented.

A school in which instruction of students, pre-service and in-service teacher education, basic and applied research, and curriculum development and dissemination could take place under one roof opened in September of 1969. The school planners were given virtually complete autonomy in recruiting the faculty, developing the educational program, and creating an organizational structure which complimented the desired goals. Adams High School is part of the city school system of Portland. Its student population is diverse. The students come from a wide range of social and economic backgrounds; approximately 25% of the student body is black.

METHODS

I. Analysis and Orientation of the District

At the outset of the project the coordinator chose to make a concerted effort to inform the superintendent's staff, state department, teacher training institutions, and the local high school administrative staffs of the objectives of ES '70. It was the feeling of the coordinator that the more the entire district was involved in ES '70, the more successful the final program would be and the greater the chances that the objectives of the program would be implemented in all of the high schools in the district.

While seeking to inform local school administrators, the coordinator spent considerable time familiarizing himself with current projects and programs carried on in the district. Each project that had objectives somewhat common with those of ES '70 was prepared in descriptive form. This was the beginning of a curriculum materials library, particularly performance curriculum materials, that soon developed into a large library representing curriculum materials from all ES '70 districts.

While the curriculum library was in preparation, the coordinator established positive relationships with the state superintendent's office, Teaching Research of the Oregon State System of Higher Education, and the Northwest Regional Educational Laboratory. With the support of these organizations an in-service program was established at Roosevelt High School to enable the staff to work on a variety of areas common to ES '70 objectives. A performance curriculum committee was established and the staff began to look at education in terms of a new kind of curriculum.

Based upon a prototype prepared by the U. S. Office of Education and with the assistance of the Director of Educational Research and his staff from the Portland district, the coordinator prepared a complete systems analysis and curriculum development project in industrial education. During the analysis and orientation phase, it was possible to discuss all aspects of the project with every high school staff in

Portland and to determine what each school might do to help in the accomplishment of the objectives of the program. However, Portland district did not get into the curriculum development phase of the program on a large scale until the coordinator was assigned to the John Adams High School planning team.

II. Planning and Operating John Adams High School

Planning the School

During the early implementation of the ES '70 project, Roosevelt High School in Portland had been tentatively designated as the ES '70 model school. However, the district had contracted to implement a clinical high school concept prepared by five Harvard graduate students in the last year of their doctoral programs.

The objectives for the high school and those of the ES '70 program were so compatible that the coordinator recommended the new school should be designated as the ES '70 Model School. Following meetings with Assistant Superintendent Norman Hamilton, Mr. David Bushnell and Dr. Robert Morgan, of the USOE, and the Harvard team, the school was designated as the ES '70 school and the ES '70 coordinator was assigned to the planning team. During the planning year there was a great deal of time spent arranging for equipment, materials, and supplies to support the program. However, the purpose was primarily to overhaul the Secondary School Program; therefore, the main thrust of the planning focused upon:

A. The Curriculum - The planned curricular goal was to provide an educational program that is relevant to the needs and interests of all adolescents, regardless of their intentions to pursue further education. In order to reach this goal the curriculum was divided into:

  1. The Core Program:
     a. General Education
     b. The Basic Skills Program
     c. The Mobile School Program

  2. The Elective Program

  3. The Vocational Education Program
     a. The Basic Program
     b. The Work-Study Program

B. The School Environment - The planned goal was to create a school environment based firmly upon fundamental democratic principles. Areas of concern were:

1. Student responsibility and control
2. Individual rights in the school society
3. Policy making
4. Information and decision-making
5. The analysis and evaluation of programs
6. The allocation of resources and personnel

C. Institutional Relationships - The planned goal was to emphasize the fundamental commitment of the school in becoming a valuable resource to the community, the Portland School District, and American education in general. Defined utilization of the ES '70 network was essential in accomplishing this goal.

D. The Clinical Nature of the School - The planned goal was to make Adams High School a school-based setting for continuous educational experimentation and change. There were five major components designed to accomplish this goal.

1. Preservice and in-service training
2. Research and evaluation
3. Program development
4. Dissemination
5. Reflection and regeneration

Obviously the planned school emphasizes and concentrates upon the school as the basic unit of change in education. However, it is also obvious that it is totally inadequate for any one school to undertake such an ambitious task. The successful implementation of the Adams school and similar institutions in the ES '70 network or any other consortium could be a long step toward establishing the necessary inter-institutional cooperation to powerfully affect American education.

The specific John Adams perspectus delineating the planned school is Appendix A.

Operational School

John Adams High School opened in September, 1969 with approximately 1,300 students (grades nine through eleven). A unique feature for such an experimental school was the fact that it was part of the city school system of Portland and served a defined but diverse student population. The students came from a wide range of social and economic backgrounds; approximately 25% of the student body was black.

The school was subdivided into four houses, each containing 250 randomly assigned students. Each house contained a guidance counselor, a guidance intern, and an administrative aide. The instructional staff of the house was comprised of two inter-disciplinary teams of teachers led by a curriculum associate. The first contained teachers in English, social studies, and the arts; the second, teachers in mathematics, science, home economics, business education, and industrial arts. One teacher on each team was designated as leader and each team had assigned to it one intern, one student teacher, and one aide. These two teams designed, implemented, and evaluated an instructional program for their house. Every student at Adams was to spend approximately half of his school day in such a house.

The other half of the day teachers and students were free to devise as broad a range of educational experiences as their imaginations allowed. This part of the curriculum was completely elective and largely individualized, and courses were of variable size and length. All faculty members (including interns and student teachers) were encouraged to offer their own electives, and there were provisions for student initiated courses. In addition to those courses taking place inside the school, an attempt was made to find many different kinds of learning situations in the community in which students were able to participate. These might range from work on a political campaign to tutoring elementary school children to a paid apprenticeship experience. All of these activities were to take place under the sponsorship of the school, carry school credit with them, and were supervised by someone whom the school designated Associate in Education. The students entered into these experiences on an informal basis, committing themselves to a certain number of hours of work and then evaluated their performance upon completion of the contract. Students were met periodically with their faculty advisors to discuss these independent experiences and to decide what kinds of future activities might make the most sense.

Although there were obvious problems at the outset, the original organizational structure was maintained as much as possible. (Appendix B)

III. Staff and Program Development

During all phases of the ES '70 project, the coordinator was involved in organizing or encouraging the origination and maintenance of many staff and program development efforts.

Secondary Network Development

The coordinator and superintendent maintained a continuing relationship with Teaching Research of the Oregon State System of Higher Education and the Oregon State Department of Education concerning the possible formation of an ES '70 secondary network of schools in the State of Oregon. There was considerable interest on the part of many educational institutions in the state; however, neither time nor funds were made possible to support a secondary network. Planning sessions included:

A. Meeting with interested Oregon educators and Mr. David Bushnell, Director of the Bureau of Research, USOE in July of the first year.

B. Meeting with Oregon Superintendent of Instruction. The meeting generated a proposal to be submitted by the State Department outlining Oregon's plan for a secondary network.

C. The coordinator and assistant superintendent met with representatives of the Oregon State Department of Education following the submission of the proposal to support the Oregon secondary network.

Although this proposal and planning sessions did not bring into existence an Oregon secondary network, many schools in Oregon were stimulated to work together informally. The notion of a consortium made up of Oregon institutions is still very much a possibility pending financial support.

Local and National Staff Development Efforts

Many staff members of Portland schools participated in the various activities fully or partially supported by the ES '70 project. Over half of the staff members returned to their schools to participate as instructors and consultants in school in-service programs. The following is only a sampling of workshops and activities:

A. Local:

1. An in-service program was established at Roosevelt High School to enable the staff to work on areas of interest. The coordinator of ES '70 worked very closely with the administrative staff of Roosevelt in this in-service program of performance curriculum. Members of this committee are working on learning packages in their fields of interest.

2. A four-week summer workshop was conducted by Mr. Alvin Hulse, Special Curriculum Project Coordinator, involving ten teachers from two Portland high schools and students from Jefferson High School to develop and test performance curriculum teaching modules for disadvantaged students. The work of this institute was most relevant to the objectives of ES '70 This program is being carried on in each of the Portland high schools.

3. A six-week summer institute was conducted jointly by the Portland Public Schools and Portland State College in which forty teachers and counselors from nine high schools were given the opportunity to study, plan, and prepare materials for youth who are doing poorly in the present school curriculum and environment. Academic teachers and guidance counselors were given the opportunity to work with vocational teachers in teams as materials and

teaching strategies were discussed and developed. Relevant curriculum was the major objective. During the 1968-69 school year, follow-up activities and meetings were held.

4. The coordinator, in cooperation with the Director of the Oregon Compact, planned a course for training teachers for writing performance curriculum. Mr. Chester Moran, Mr. Roger Tunks and the coordinator served as consultants for these individual high school courses.

5. Prior to the opening of Adams, the faculty participated in a six-week E.P.D.A. sponsored workshop. Sessions included the use of outside resource people as well as senior faculty members. Emphasis was placed upon training, research, curriculum development, individualized instruction, communication skills and race relations. Parents and students were also recruited to participate in a variety of activities.

6. The coordinator in cooperation with other senior members of the Adams staff offered an in-service course to about 20 interested teachers who were to be members of the Adams faculty. Primary emphasis was placed on giving instruction in the writing of performance curriculum and the developing of a model of the general education program.

7. A conference on simulation games in education was sponsored by the Portland Division of the Oregon Compact Schools. The consultant for the conference was Mr. Jerry Fletcher who is the Coordinator of Research and Evaluation for Adams High School.

B. National:

1. The coordinator and four teachers attended the ES '70 Institute, Duluth, Minnesota. One additional Portland teacher attended the institute and served on the staff. The institute program concentrated in these areas:

   a. Basic orientation to the ES '70 program
   b. Writing performance objectives and instructional packages
   c. Simulation games in education
   d. Sensitivity training
   e. General humanities

   The institute provided teachers an opportunity to write a unit or more of performance curriculum that can be taught in their classes next year. These teachers served as leaders and resource people in helping their colleagues learn about and implement the ES '70 objectives.

2. The teacher who attended the ES '70 Reading Institute at San Mateo is having an opportunity to work in a reading program at Marshall High School on a half-time basis.

3. Two senior staff members from Adams High School attended the "Conference on Computer Assisted Systems for Education and Guidance" at the Harvard University Graduate School of Education under the direction of Dr. David Tiedeman and Dr. Rhoda Baruch.

4. Members of the research staff at Adams High School attended a TEPS sponsored meeting at the Institute of Administrative Research, Teachers College, Columbia University. The purpose was to educate and train participants to use an evaluation instrument emphasizing individualization, interpersonal regard, creative expression and divergency of thinking, and group activity. These four characteristics of the educational setting were viewed as "Indicators of Quality."

5. The ES '70 coordinator, a senior faculty member and a teacher from Adams High School attended the Western Symposium on Learning at Washington State College of Education. Dr. Jerome S. Bruner, Dr. Launor F. Carter, Dr. B. F. Skinner, Dr. Neal E. Miller, Dr. John P. DeCecco and Dr. Paul Woodring gave presentations concerning "The Application of Learning Principles to Classroom Instruction."

6. Two representatives from Portland participated in a comprehensive institute for the training of staff in the implementation of an individualized program in Willingboro, New Jersey. This was one district's construction of a worthwhile and energetic program to stimulate development of a comprehensive in-service program for the network.

IV. Diffusion of Information

One of the most perplexing problems of educational experimentation is that even when significant developments are generated in experimental settings, these innovations fail to be generalized to the broader educational world. The ES '70 network of schools has served, in most significant ways, as an information and dissemination mechanism on a national scale. The fact that Adams High School is of interest to professionals throughout the nation is indicative of the network of schools serving as a national communication system. The following items are only a sampling of dissemination activities during the ES '70 project.

A. A concerted effort was made to inform the superintendent's staff and the local high school administrative staffs of the objectives of ES '70. It was the feeling of the coordinator that the more the entire district would be involved in ES '70, the more successful the final program would be and the greater the chances that the objectives of the program would be implemented in all of the high schools in the district. A personal visit was made to each high school to discuss the objectives of the program with each administrative staff. There was the opportunity to discuss all aspects of the project and to determine what each school might do to help in the accomplishment of the objectives of the program.

B. The coordinator has spent considerable time in familiarizing himself with the projects and programs carried on in the district. Each project that had objectives somewhat common with those of ES '70 was written up. Each of these projects was placed on file with the coordinator and also with Dr. Edward Welling, Jr., E. F. Shelly and Company, Inc., 866 United Nations Plaza, New York, New York, 10017.

C. A contact was made with the head of teacher education at each of the major colleges in the Portland area to inform them of the objectives of ES '70 and to enlist their cooperation. Teacher education people in the Portland area seemed to accept the basic principles of the program with enthusiasm.

D. Several visits were made to the State Department of Education to meet with the State Superintendent of Public Instruction and his staff to discuss with them the objectives of ES '70 and to give periodic progress reports on the program.

E. The coordinator met with many different groups (local and neighboring schools, PTA groups, college classes and research people) to explain the objectives of ES '70 and what part the Portland Public Schools will play in the project. In preparing for these presentations materials from other network schools have been secured and local materials have been developed to make the presentations more effective.

F. There was distribution of the newsletter and other materials developed by E. F. Shelley to many Portland and State educators.

G. There were meetings with the superintendent and his staff, local school administrators, and selected teachers to keep them informed about recent and continuing program developments.

H. There was sharing with other coordinators sources of materials relevant to ES '70.

I. Information about Portland's involvement in ES '70 was sent to the Oceanside-Carlsbad, California Union High School District.

J. Materials describing the Adams High School program and outlining a possible in-service course were distributed to the coordinators and others at the Houston meeting.

K. Learning modules developed by the Northwest Regional Educational Laboratory and other materials were sent other coordinators and upon request to special project directors.

L. There was forwarded, upon request, a description of the team-taught high school program used at Adams High School to Mrs. Margaret R. Barry, Program Coordinator, Information Retrieval System, Department of Public Instruction, Madison, Wisconsin.

Local newsletters were used to clarify school programs. Appendix C.

V. Findings and Analysis

At the outset of the project the interest in the State of Oregon concerning the principles of ES '70 was rather significant in that the climate seemed good for the accomplishment of the objectives of the program.

The Portland Superintendent realized fully as the program continued that more and more local programs and interests related to the objectives of the ES '70 program and that the program had great possibilities for reshaping the secondary program.

Although the program appeared to be moving along reasonably well with relatively little financial support it was "piece-meal" until given impetus by the John Adams High School project. Not only was there a great deal of planning to develop a different approach in secondary education but the generation of proposals seeking resources to support the program was greatly increased. The entire ES '70 project became centered around the planning and operation of the new ES '70 school.

At the end of the first year of operation a First Year Report was prepared by the Research Division of the School (Appendix D). It is not a complete report of the events of the first year, but it is a significant analysis of a school functioning with most of the ES '70 objectives in operation. A summary of that report is provided below.

A. Reports of Department Chairmen, Team Leaders and Counselors

The first major section consists of an analysis of reports submitted by department chairmen, team leaders, and counselors discussing strengths and weaknesses of the Adams program. The particular focus of this section is on the identification of problems created by the school's organization and program and the attempt to suggest solutions. The first problem noted by department chairmen dealt with the negative effects on some students of the increased freedom offered at Adams. The problem was stated in terms of the need to establish a workable middle ground between the "free" school and the more traditional "authoritarian" school. Individual chairmen were concerned about such specific abuses of freedom as poor class attendance, failure to complete assignments, and excessive hallway noise. Proposed solutions centered on the development of a more effective system of pupil accounting.

A related problem noted by department chairmen dealt with the increased autonomy of teachers at Adams, and the difficulty of establishing clear lines of communication within the staff. Specifically, the chairmen were concerned about such things as effective coordination of field trips. They recommended clearer definition of teacher and administrator roles and responsibilities and better channels of communication between the departments and general education.

The counselors viewed their role at Adams as split between two distinct functions: guidance and counseling. Guidance was especially difficult and time-consuming in the fall, given the openness of the Adams schedule and the lack of established procedures. As the year progressed, a greater portion of time was spent in career planning with students, and this is one area where the counselors feel the need of a stronger and more systematic program.

Another important guidance function which counselors performed was the evaluation of transcripts in order to communicate accurate information about student progress toward the completion of graduation requirements.

As for personal counseling at Adams, this was reported to be more intensive, time-consuming, and rewarding than our counselors had experienced at other schools. The one problem area connected with counseling was the pressure the counselors sometimes experienced when caught in the crossfire between a "pro-Adams" student and an "anti-Adams" parent. The counselors felt that on some occasions they were inadvertently cast into the role of public relations spokesmen for the school rather than advocates of the interests of their students.

The General Education team leaders identified several problem issues and areas which they felt deserved attention. One set of issues dealt with composition of teaching teams, more specifically the roles of age, sex, and experience as critical variables affecting the functioning of the team. A related issue focused on how best to achieve team unity and how to deal with such problems as personality differences or different teaching styles within the team.

Another problem stemmed from the incorporation of so many trainees within the teams, especially since some trainees had college course work obligations simultaneously with their teaching obligations at Adams. A related problem here was how to achieve effective team planning, especially given the fact that some team members had outside commitments and that planning time and space were limited during the school day.

Another set of issues revolved around the equitable assignment of tasks and responsibilities within the team, and especially on how to handle efficiently such chores as record-keeping. Pupil evaluation was a particularly difficult problem, given the desire to write individually-tailored comments on each student's progress.

Team leaders were very enthusiastic about the virtues of the team approach. They felt that teams provided a wider variety of experiences and perspectives in planning and teaching and, further, that the team setting enabled inexperienced teachers to grow more effectively.

In items of specific techniques and approaches that seemed to work best in General Education, the team leaders mentioned role-playing, simulation, field trips, feature films, and student journals.

The chief problems with General Education all revolved around the difficulty of achieving team consensus on philosophy, goals, context, and methodology.

B. Attitudes of Adams Students Toward the School

Two studies on students' attitudes toward the school were conducted to discover how students perceived the school as an institution and how satisfied they were with the atmosphere we were trying to provide. Because it was important to know the ways in which these attitudes might change through the year, one of these studies was conducted in December when school had been in session long enough for attitudes to have been formed, and the second in May, towards the end of the year.

These studies took the form of interviews and a pencil-and-paper questionnaire. About 10 per cent, or 130 students, were involved in December and again in May. We asked students in the interviews and in the questionnaire about their attitudes in several important areas: race relations; student-teacher relationships; involvement in curriculum; and attitudes toward freedom and student responsibility.

Students' attitudes in each of these areas will be discussed; however, an overall impression of the responses that seemed most frequent might serve as an introduction. The general impression was that in terms of the affective climate, Adams had made great strides in humanizing the school. Certainly the students at Adams felt the sense of community. They talked about the spirit, the atmosphere, the variety of school life. They were enthusiastic about the school community, they defended the school against criticism from outside, and thought that students in other schools envied them.

They talked of their teachers a great deal. Over and over, they used glowing words to describe the quality of their relationships with teachers, and were acutely aware of the real possibilities for close friendships between themselves and teachers. They talked of freedom a great deal, too. They used the word in describing classes, too, and the choices given them there, their freedom to pursue their own interests, and the ways they spent their unassigned time.

When they were asked how they thought the school had affected them, most thought that they had learned to take responsibility better, to express their opinions more freely, or that they had found it easier to make friends. Those who thought the school had a detrimental effect upon them (about a quarter of the students) thought they hadn't worked enough, or hadn't learned enough.

Here are the four main areas, one by one:

1. Race Relations

   In May, about 65 per cent of students thought that some racial problems existed in the school, but most students thought that race problems at Adams were much less serious than at other integrated schools in the city. The students thought that racial problems had improved over the year; perhaps even more important, black students were blamed for conflict much less than they had been in December. In May, both black and white students were closer together in their view that both groups shared some responsibility for what problems did exist, and that race relations had improved.

2. Student-Teacher Relationships

   The relationships between students and teachers were certainly one of the strongest aspects of the school. Teachers were perceived as helpful, trusting of students, and generally well liked. The few minor difficulties that seemed to exist between teachers and students were related to race--students of both races tended to think that teachers may have treated the other race preferentially, and black students seemed slightly less approving of teachers than whites. It should be remembered, however, that even where disagreements existed, all students, both black and white, gave much indication that their relationships with teachers were close and rewarding. The majority of all students, both black and white, felt that no race-related problems existed between students and teachers.

3. The Curriculum

Students generally seemed to be quite satisfied with the curriculum, particularly with the way their teachers conducted classes. However, the major suggestion made by students about how the school could improve was in the strengthening of curriculum. The surveys also revealed some concern over the amount that was learned.

The school has done a better job with white students, in terms of satisfaction with classes, than it has with black students. The plea for basic subjects and unified classroom activity was strong among black students. Furthermore, black students did not seem as sure as white students that their complaints were heard. A task remains in making black students feel, as much as white students, that the curriculum is relevant to their needs, and that they have a voice in molding curriculum policy.

For all students, there was indication that there is some need to strengthen the intellectual content of the curriculum. The challenge is an intriguing and almost paradoxical one: the curriculum should be strengthened, particularly in areas of basic skills, and expectations for performance of students should be more stringent, without destroying the relationship that now exists between students and teachers, or greatly increasing the pressure felt by students. The compromise will be delicate; it may not even be attainable. However, effecting it is the task we have set ourselves.

4. Freedom and Responsibility

On the whole, students said that they were relatively comfortable with the lenient rules at Adams. Most students said that they had learned to handle freedom, even though they felt that it had been difficult to get accustomed to at first. Black students were apparently somewhat less comfortable with lenient rules than the white students, and tended to be more critical of student behavior than white students were. Very few students felt that they used their free time poorly, and about half said that they spent their spare time in studying or visiting classes. Some concern about class attendance still remained in May, and some concern about those students who abused their freedom, but most students very much appreciated the trust they felt was placed in them, and felt they had made great strides in learning to govern themselves.

C. Standardized Test Data

Regardless of the fact that standardized achievement tests measure a very limited range of skills which constitute only a small portion of the objectives of Adams High School, the faculty and administration realized that many people regard such test scores as of key importance and, therefore, attempted a double administration of such tests--once in October and once in May. The change in test scores from October to May could be attributed to Adams.

The data demonstrated that students at Adams grew at a normal rate, compared to other students in the city, in those skills demanded by standardized achievement tests. Slightly more than half (58%) grew at a rate above or equal to that of the rest of the city; the remainder grew somewhat more slowly.

The sample, however, was biased, for a significant number of the average or slightly below average students failed to participate in the testing program. Thus we do not know whether these students grew more or less rapidly than an equivalent group of students in other high schools.

D. Unobtrusive Data

Compared to a control group of schools with comparable student populations, Adams had a higher average daily absence rate, 16.7% as compared to 10.3%. Except for the large number of students who attempted illegally to enroll at Adams and who had to be sent back to the high school in their district, there were no more withdrawals from Adams than from any comparable high school. In the categories of glass breakage and defacement, Adams experienced very little vandalism, though in dollar amounts, it ran somewhat above average.

E. Parent Interviews

Seventy-eight randomly selected Adams parents were asked through telephone interviews to describe changes in the behavior at home of their children which they attributed to the school. The interviews were conducted by other parents of Adams students. The results showed some surprising effects of Adams. Some fifty per cent of the students were reported to have undergone a change in the degree to which they accepted responsibility. Nearly two and a half times as many students changed for the better as compared to those who became worse, and Adams was considered responsible for many more of the positive changes than the negative ones.

Adams was reported to have affected the happiness and self-image of 69 per cent of its students. Of these, 85 per cent were affected in a positive direction, while only 15 per cent were affected negatively. Students were reported as substantially less tense, anxious, and frustrated and as substantially more relaxed. Three times as many students became less anxious as became more anxious, and over half the parents who reported the change claimed Adams helped reduce anxiety and frustration. Only 12 per cent of the parents said that the program at Adams had caused greater frustration for the students.

Some 40 per cent of the students were reported to have changed with respect to their sense of goals in life. Adams was overwhelmingly said to have influenced the change. Of those affected by Adams, 86 per cent had a positive change. Only four students were reported to have regressed.

Slightly more than half of the students were reported to have had a change in the nature of their interests. Of these, the great majority changed positively; only one parent reported that Adams caused his child's interests to decrease and become more limited. On the negative side, Adams was reported to have caused a deterioration in the quality of dress of students. Only a few parents claimed Adams helped their child's manners and dress; four times as many claimed the opposite.

Two-thirds of the students were reported to have increased in ability and willingness to express ideas, and the great majority of parents attributed the increase to Adams. Only 3 per cent of parents felt Adams had inhibited the willingness of their children to express opinions. On the other hand, a great many parents reported that their children also listened better to the opinions of others. The number who felt Adams helped their children learn how to listen was almost three times those who felt Adams made their children less willing to listen.

Over all, the impression was that Adams had changed the behavior of many of the students, and that this change was a lasting one, carrying over outside the school. Furthermore, in every area except dress, Adams' influence was predominantly favorable, as seen by parents. It is important that the data collected from parents of Adams also be collected from parents of students in other schools to see if the reported favorable changes are unique to Adams.

CONCLUSIONS AND RECOMMENDATIONS

Although the lack of adequate funding continues to make it difficult for Portland to move ahead as rapidly as possible, it has been established that a network of schools randomly scattered across the nation and diverse in organization, size, and purpose can cooperate in the search for a more viable and powerful model of educational change, as well as a more effective educational institution.

Furthermore, it may be concluded that such a network of institutions can cooperate in order to concentrate on the interfacings among institutions and to develop a functioning model for a collaborative working arrangement among institutions that allows for the expansion of relevant questions that can be addressed, and the pooling and interlacing of resources and perspectives to address those problems. An examination of Portland's ES '70 school gives some indication of inherent deficiencies in the traditional school models for attempting to bring about effective change in education. The success of the ES '70 project was dependent upon the resources available to support it, an effective network management system and personal facilitating skills of the local coordinator.

Although resources do not in themselves determine success, it became increasingly clear that many of the objectives of the project could not be achieved. If educators are really serious about changing education through development, implementation, and evaluation, funds should be allocated for those specific activities. Projects as significant and all-inclusive as the ES '70 project should be supported with the full intent that the district will be able to fully support it as outside funding diminishes. Enough resources should either be allocated to complete all phases or a recognizable and systematic partial support should be realized with definite stated outcome expectations. Perhaps a defined program with specific direction is more easily supported.

Specific management goals and a staff to seek those goals could have enhanced the direction and accomplishments of the project. Too often the project seemed to be attached to other projects or lack national direction.

Our local experience with the ES '70 project indicates that, although much has been done to examine the process of change in the project, enough emphasis has not been placed upon change within the school setting. A change model that rests upon the attempt to integrate into an operating school the functions of curriculum development, research, evaluation, training, and dissemination has yet to be significantly examined. Perhaps it is the effective integration of these functions with the instructional program that can create a school as a center for continuing educational change and self-renewal; and perhaps it is such a school that can effectively address the program of developing and implementing a curriculum which educates students for change. This is a present recognizable goal of Portland's ES '70 school.

A person in the role of a change agent such as the ES '70 coordinator needs training as a facilitator of change. He not only needs training in management techniques and administrative skills, he must manifest human relation skills. Although there is some emphasis upon training in new management, few places can be found that make provisions refining the skills needed by an agent of change. Project staff training should be considered in the support of most, if not all USOE contracts.

APPENDIX A

PROSPECTUS FOR JOHN ADAMS HIGH SCHOOL

John Adams High School will open in September, 1969 with approximately 1000 students (grades 9-11.) Although the school's boundaries have not yet been determined, it seems likely that the student body will be an extremely diverse one. Students will be drawn from three existing high school districts - Grant, Jefferson, and Madison - and from at least five elementary schools. Consequently, the Adams student body will be socially and racially integrated, which we believe to be a source of great potential strength.

The philosophy, program, and organization at Adams will constitute a distinct departure from the traditional high school. Adams represents an attempt to develop the educational equivalent of the teaching hospital; that is, it will be an institution in which preservice and inservice teacher education, basic and applied research, and the development of curriculum materials will accompany the instruction of students. This means that the school will, of necessity, be organized quite differently from other high schools. It will have a senior faculty, many of whom will hold joint appointments with colleges and universities, and will require a staff which wants to work in an atmosphere in which training and research will be an integral part of the school life.

The primary curricular objective at Adams High School will be to design an educational program that is relevant to the needs and interests of all adolescents, whether headed for further education or not. The aims are to break down the walls between the disciplines and develop problem-centered interdisciplinary courses, to widen considerably the range of courses or experience from which students can choose, and to provide more opportunity for students t explore adult roles and familiarize themselves with the world of work.

Another objective is to create a democratic sense of community within the school. Adams intends to involve students in planning their own education, to enable students to take increasing responsibility for the way they allot their time, and to create a school climate in which each student can feel free to develop in his own way and at his own pace. The intent is to avoid a forma tracking system and to try to respond as much as possible to the needs and interests of the individual student. Finally, the plan is to involve young people in the life of the community as much as possible, which will mean devising new ways of using the physical and cultural resources of the city for instructional purposes, as well as bringing creative adults from all walks of life into the school to work with groups of students on a part-time basis.

At the present time the plan is to divide Adams High School into four houses, each containing 250 randomly assigned students, and led by a curriculum associate. Each house will contain a guidance counselor, and a guidance intern. The teachers in each house will be organized into two interdisciplinary teams. These teams will have an English teacher, a social science teacher and either a math or science teacher, one intern, one student teacher, and one aide. One teacher on each team will be designated leader. These two teams will design, implement, and evaluate an interdisciplinary instructional program for their house. Additionally, consultant groups in the fields of art, music, foreign languages, home economics, business education, and industrial education will work closely with all eight teams in the development of interdisciplinary curricula.

Each student at Adams will spend approximately half of his school day in the house. During the other half of the day the curriculum will be completely elective. Students may choose, for example, from four-year sequences in foreign languages, sciences, mathematics, and vocational education, as well as a variety of shorter term offerings. All faculty members (including interns and student teachers) will be encouraged to offer their own electives and there will also be provision for student initiated courses. In addition to those courses taking place inside the school, an attempt will be made to find many different learning situations in the community in which students might be able to participate. These might range from work on a political campaign to tutoring elementary school children to a paid apprenticeship experience. All of these activities will take place under the sponsorship of the school and will carry school credit.

If the Adams program is to succeed, it will require an unusually adaptable and committed staff. Since the school will be organized into interdisciplinary teams rather than departments, the teacher whose primary loyalty is to his subject matter field might well feel uneasy in this setting. Further, the teacher who enjoys the privacy of the closed door might find the Adams atmosphere uncongenial, for the expectation is that there will be considerable emphasis on team planning and anlysis of teaching. Finally, the teacher who is uncomfortable with students in any setting other than the formal classroom would feel out of place at Adams, for an integral part of every teacher's job will be to meet regularly with a small group of students in an informal advisory relationship.

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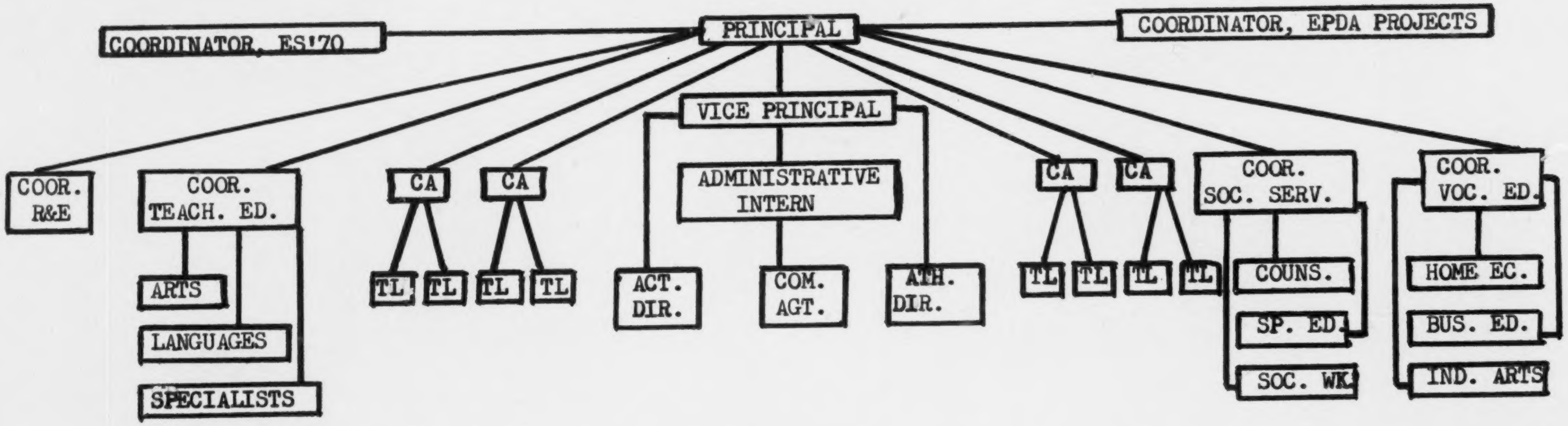
APPENDIX B

ADMINISTRATIVE STRUCTURE - ADAMS HIGH SCHOOL


PRINCIPAL
COORDINATOR, ES'70
COORDINATOR, EPDA PROJECTS
VICE PRINCIPAL
ADMINISTRATIVE INTERN
ACT. DIR.
COM. AGT.
ATH. DIR.
COOR. R&E
COOR. TEACH. ED.
ARTS
LANGUAGES
SPECIALISTS
CA
TL
COOR. SOC. SERV.
COUNS.
SP. ED.
SOC. WK.
COOR. VOC. ED.
HOME EC.
BUS. ED.
IND. ARTS

(CA-Curriculum Associate)
(TL-Team Leader)

JOINT APPOINTMENTS

Name	Position	Outside Affiliation	% Time Bought
Larry W. Ayers	ES '70 Coordinator	USOE	100
John Parker	EPDA Coordinator	OSU, Lewis & Clark	100
Allen Dobbins	Teacher Education Coordinator	PSU, OSU	50
Jerry Fletcher	Research & Evaluation Coord.	Teaching Research	50
Lercy Wallis	Vocational Education Coord.	OSU	30
Patricia Wartheimer	Social Services Coordinator	OSU	25
Edward Gottlieb	Curriculum Associate	PSU	25
George Flittie	Curriculum Associate	Reed	25
Parimaz Marsubian	Curriculum Associate	Lewis & Clark	25

IV
9/69

APPENDIX C

EDUCATIONAL SYSTEM FOR THE SEVENTIES • A COOPERATIVE PROGRAM FOR EDUCATIONAL INNOVATION •
ES '70

PORTLAND REPORT
ADAMS HIGH SCHOOL

ADAMS SCHOOL NOTES . . . Information for Parents
Robert Schwartz, Principal September 1969

WHAT ABOUT GENERAL EDUCATION?

- The general education program at Adams High School represents a new kind of learning for nearly all of Adams' 1200 students. There are differences between this program and the more standard curriculum to which the students have been accustomed.

- Not unexpectedly, parents and students have had initial questions about the general education program. Many Adams students have already been able to make the transition and are finding general education both interesting and useful. Others, however, have expressed concerns about the program. The concerns expressed by students and parents have generally been both fair and legitimate.

- Some of the questions being asked can only be satisfactorily answered with time -- as the strangeness wears off, as we correct the inevitable bugs of newness and as results can be compared to program objectives. Other questions require the Adams staff, the students and their parents to reach a common understanding of what general education is trying to do and what the program means for the young men and women studying at Adams.

* * *

What is general education all about anyway? General education is a program of study that gives students the content of required courses -- English, social studies, basic mathematics and general science, but with a different classroom approach. It takes up approximately half of a student's class time.

- General education is a problem-centered course. It is designed to give students a base of knowledge that is useful in life; that will help them see the relationship of events in the contemporary world; and that gives them the skills to work independently in identifying and solving the problems confronting us, now and in the future.

- An essential part of education is teaching students how to learn. This means that Adams students will learn to ask good questions and to acquire and organize information. They will learn to pursue the solution to problems and to communicate their ideas effectively to others.

- We believe that by pursuing relevant problems in the general education program, students will learn the subject matter content generally taught in English, social studies, science and mathematics -- and then some.

* * *

How will students be graded in general education? Adams is attempting to make evaluation of school work both personal and useful to the student. We hope that a student, his teachers and his counselors can meet regularly to discuss how the student is doing in general education.

- Around the middle of the fall term, each student will receive a written statement from the general education teachers with whom he has been working. At that time the student, together with his parents, will decide between --

(1) Receiving a letter grade in the course at the end of the term; or

(2) Taking the course on a credit-no credit basis.

Some students work very well when they know they will receive grades based on their work. Other students, however, do not.

- At Adams each student will be able to choose one of the two systems, with the approval of his parents.

* * *

Will general education help students who want to go on to college? General education encourages problem-solving and individual responsibility for learning. The staff at Adams is convinced that this program prepares students more adequately for further study than does the traditional curriculum.

- Students with skills in problem-solving and independent thinking tend to do better on the College Entrance Examinations required by most colleges and universities. In addition, the Adams general education program makes use of traditional subject matter, so students will not lack preparation in the courses that make up more traditional high school programs.

- We are giving continuing attention to the issue of college admissions for our graduates. Many colleges ask for grade point averages as one way of determining a student's preparation for higher learning. Adams students can receive letter grades if they wish. The Adams faculty is concerned that Adams students not be penalized for being in a program that does not give letter grades.

- We have made many inquiries to colleges concerning the acceptability of students who, with the approval of their parents, choose to receive credits for their work, not letter grades. We find that colleges are increasingly sympathetic to new secondary school programs such as ours. Graduates from other experimental schools in the country have been welcomed in colleges. In our own case, Adams has nine faculty members who hold joint appointments with colleges and universities in Oregon. These institutions are very interested in our program.

* * *

What about students who are not ready to learn on their own? Will they be given the direction they need? Will they have enough to do? Student initiative is encouraged in the general education program, but the faculty does not assume that students come to Adams already prepared to accept full responsibility for their own education. General education is attempting to provide the support, direction and encouragement that students need, but without the total domination that so often stifles initiative.

- Some of our students and parents felt, at the outset, that there was too little homework in general education, but the first several days were spent establishing our house organization, setting up student government and getting to know one another.

- Also, our experience the first week highlighted a real strength of the general education program. We were able to focus much of our energy in general education on the problems and tensions created by disruptive incidents the first day of school. The students themselves took much of the initiative and did an outstanding job in solving some potentially explosive problems. Now that the regular general education program and student projects have begun, students can expect to have plenty to do.

* * *

So Adams is an experimental school. How will we know if the experiment is working? Your Adams High School staff is committed to continuous, thorough examination of the entire program.

- There are two trained researchers at Adams who will direct this evaluation. If Adams embarks on a program that does not work, we have the resources to discover the weaknesses quickly and make the appropriate changes. Rarely in public education do you find such an extensive plan for studying a new program.

● In addition, the Adams program is being partially supported by three major federal grants. Thus, there will be considerable outside interest in the program. The research staff of the Portland School District will also be involved in program evaluation.

● Past experience indicates that students actually do better in a new and experimental program. New ideas give vitality to the school, its staff and students. We expect this excitement to affect students and teachers alike.

* * *

● This newsletter represents the first in a series of notes to inform parents, students and faculty about Adams High School and to answer questions and concerns. Please ask your questions; we will make every effort to answer them as rapidly and thoroughly as possible.

Cordially,

Robert B. Schwartz

Robert B. Schwartz, Principal
Adams High School

EDUCATIONAL SYSTEM FOR THE SEVENTIES
ES '70
A COOPERATIVE PROGRAM FOR EDUCATIONAL INNOVATION

PORTLAND REPORT
ADAMS HIGH SCHOOL

ADAMS SCHOOL NOTES . . . . Information for Parents

Robert Schwartz, Principal
October 1969

FREEDOM AND RESPONSIBILITY AT ADAMS

- Adams High School is founded upon basic principles of freedom and responsibility. The Adams curriculum offers a wide variety of elective courses. Students can follow their own special interests within the required General Education program and, with faculty guidance, can also create their own courses.

- Adams gives students the opportunity to assume personal responsibility for constructively using their unassigned time. So far, the vast majority of Adams students have demonstrated that they can responsibly handle this freedom. A few students, however, have abused their freedom, and these students have created problems for the entire school.

- Not all students are ready for the kind of responsibility that Adams offers. Some students need more direction. We believe, however, that most of our students are thriving in an atmosphere that gives them more control over their school life. We do not want to limit these students as we establish more control over the activities of some of their classmates.

***

Why all this freedom? Is it really good for high school students? These are questions we have heard from many parents, and they are questions we continue to ask ourselves.

- Basically it is our conviction that a primary task of any high school is to help students take increasing responsibility for managing their own educational development.

- Schools today must teach their students how to learn on their own, because knowledge in almost every field is constantly changing. Our students, as responsible citizens, will have to cope with these changes in the future.

- Educators generally agree that the most effective learning takes place when the student feels that what he is learning answers a problem or need that is important to him. This is the kind of learning that we are trying to encourage at Adams. We feel it can only take place in an atmosphere that respects the dignity and rights of the individual student.

***

Are there any rules at Adams? Adams, like all schools, operates under rules that are established by the Oregon Legislature and the Portland School Board. These rules mainly concern smoking, drinking, gambling, drug use, theft and vandalism, all of which are expressly forbidden on school property.

- These rules are being enforced at Adams, and any student who violates them is subject to suspension or expulsion.

- Violent acts cannot be condoned in a school. Under current district policy, any student engaging in an unprovoked assault is subject to prosecution in the courts as well as expulsion from school. Whenever there has been clear evidence of unprovoked assault we have followed the district policy and will continue to do so in the future.

***

Why do Adams students have unassigned time? Unassigned time is what we call "option time." During an option period, a student chooses to use his time in a number of ways:

(1) He can seek and receive personal help with his schoolwork in a resource center, from an individual faculty member, or from one of his fellow students.

(2) He can work on an individual project.

(3) He can help plan a school activity.

(4) He can relax in the student lounge or the park.

- The option period is the student's time to plan and use to his best advantage. When properly used, option periods can be the focus for some of a student's most valuable educational experiences.

- Although most students are using their option time constructively, we recognize that some are not. We are beginning to establish a system for keeping track of the way each student spends his option time.

- We are also taking immediate steps to tighten the schedules of those students who seem to have too little to do. If you feel your child is not making productive use of his option time, please contact his counselor for appropriate schedule changes. In extreme cases we are prepared to revoke the privilege of option time.

***

Can Adams students go off campus during school hours? With a few exceptions, an Adams student must remain on the school campus during regular school hours.

(1) A student is permitted to go off-campus during his lunch period.

(2) Students may also leave the campus for special independent study projects or ...

(3) If they are working half-days in the community as part of the work-study program.

We do have many students engaged in special projects or in the work-study program.

● Fernhill Park, adjacent to the school building, is considered part of the Adams Campus during a student's option time and lunch period. This decision was made in an effort to limit the flow of student traffic in the residential and business areas surrounding the school.

● There have been problems in the park. These problems have, in part, stemmed from inadequate adult supervision, and we have recently increased this supervision.

● We hope it does not become necessary to declare the park off-limits to students. We would like the park to be a positive example of the way a school and a neighborhood can share a common resource.

Sincerely,

Robert B. Schwartz

Robert B. Schwartz, Principal
Adams High School

ES '70
EDUCATIONAL SYSTEM FOR THE SEVENTIES
A COOPERATIVE PROGRAM FOR EDUCATIONAL INNOVATION

PORTLAND REPORT
ADAMS HIGH SCHOOL

ADAMS SCHOOL NOTES . . . Information for Parents

Robert Schwartz, Principal
December 1969

HOW IS THE VOCATIONAL EDUCATION PROGRAM DIFFERENT AT ADAMS HIGH SCHOOL?

- First of all, ALL education is vocational and is designed to help develop the skills students need to get and hold that first job, whether it is one they get before graduation from high school or the one they will have if they attend and graduate from college. Vocational education for some students will consist of training in high school to be a secretary, salesman, typist, housekeeper, service station employee, mechanic, machine operator in some manufacturing industry or any other of the great majority of jobs that do not require college education.

- Vocational education for a very few will consist of four to eight college years beyond high school, including specialized preparation to enter into medicine, law, teaching or other occupations that require this kind of training.

- Vocational education for still others will consist of high school training plus two years in community college or two to five years of earning while a student is involved in an apprentice program.

What exactly is vocational education? Vocational education is the education or training a student receives that will help him gain employment.

- Vocational education is not limited to a few classes in high school or community college that help to develop special skills needed to get a job.

- Too often, people think that job entry is the only function of vocational education. In reality, vocational programs will enable students to develop skills that are useful and necessary for employment, but at the same time they provide an opportunity to improve all skills in using and applying reading, writing, computing and working with people.

What vocational programs are offered at Adams High School? Adams has a coordinator of vocational education, and he is responsible for skill development programs in business education, home economics, health occupations, work experience and industrial education.

- In business education the students learn how our American business world works by studying the laws that apply to business; general business practices of buying, selling and keeping records; communicating processes and office procedures.

(1) Students can learn to type, beginning on a manual typewriter and advancing to an electric.

(2) Dictation can be learned either by studying shorthand or using dictating machines.

(3) Adding machines and calculators will assist the student in balancing books in bookkeeping.

(4) Students also become familiar with various office duplicating machines.

(5) Experience in the student store and the marketing program will give preparation for sales, buying, merchandising, display, working with the public and operation of the cash register.

All of these skills can be useful to those who are looking for employment in some phase of the nation's business world or who will go on to college programs in management or law.

- The home economics program lets students work with fabrics, learn to sew for personal use or for the family, and learn to care for fabrics and buy them wisely.

(1) A student's work with foods includes learning which foods are best, how to get the most value for the food dollar, how to prepare and serve nourishing meals and methods of preserving foods for future use.

(2) Students will also learn how children grow and how to care for the sick or injured. Emphasis is placed on discovering social and personal skills needed in life.

Skills and knowledges developed in home economics will prepare the student for employment in many textile and food industries as well as some positions in the expanding hospitality field of the restaurant and motel industry. It also prepares students for professional training as home economists.

- The health occupations program focuses on the knowledge and skill to prepare a student for employment as a nurse's aide or orderly upon high school graduation.

(1) The student will learn the basics of health, the skills of patient care and professional ethics.

(2) Experiences will include study of the functions of the body, learning to care for patients in a simulated three-bed ward and finally, supervised work in hospitals to prepare the student for employment. There is great opportunity for both boys and girls in this field.

- Work experience is a special program which allows students to work in industry in place of a half-day of school.

(1) For those with special needs or who otherwise meet the requirements, a half-day is provided in regular school classes. The other half-day is spent at work, earning wages and learning skills of a particular craft or trade.

(2) A decision to enter this program should be based upon advice from parents, school counselor and the job development counselor to make sure that the work experience is as valuable as the regular program.

● Industrial education has sometimes been looked upon as serving only the needs of boys, but there are many opportunities for girls as well. Traditionally, Portland schools have offered programs in woodworking, metalworking, drafting and electronics. Adams has these, too, and in addition, experiences are available in automotive technology and graphic arts technology.

(1) What about woodworking? A student can develop skills with hand woodworking tools such as planes, saws, chisels and hammers.

A student can learn to use circular saws, radial arm saws, hand saws, jointer, planers, surfacers, shapers, mortisers, lathes, drill presses, portable power tools and even a concrete mixer.

The student can work with wood, plywood, concrete, block and bricks to make items of artistic and utilitarian value.

Construction of these projects often requires application of the skills of arithmetic, reading, writing and science.

Experimentation with new processes such as wood laminating and electronic wood welding are also encouraged. The student is able to use all modern wood finishing techniques including spray finishing.

Included at Adams is a laboratory for working with plastics and materials testing.

(2) What about metalworking? Students can learn to saw, file, form and fasten metal with hand tools; to operate sheet metal forming tools to fabricate items of flat sheet stock; to weld metal with an arc welder and then test the weld for soundness; to develop skills with the gas welder for brazing, welding and cutting metal; and to forge metal into useful shapes, then heat treat the stack and test for hardness.

In the foundry a student can learn how a wooden pattern is rammed into a sand mold and the molten metal poured into the cavity to make parts of aluminum, brass or grey iron. Along with this process a measuring instrument is used to determine the quality of the sand, the mold and t the temperature of the metal before pouring.

In the machine shop part of metalworking, the student learns to use the metal lathe, machine flat surfaces on the vertical milling machine, operate the shaper to cut metal shapes, grind flat surfaces to tolerances of less than one thousandth of an inch. In the process of doing all these things, students use skills of arithmetic, algebra and trigonometry in accurately laying out and measuring all types of metal.

(3) What does drafting offer? Students learn to produce three-view drawings using equipment like that found in the engineering or planning division of any large industry.

Students use lettering equipment and printing equipment to make prints from original tracings. Model-building equipment to make architectural models, prototypes or experimental designs are also available for student use. If a student has a better idea for a roof truss, he can build a model and test the ideas! In addition, students may learn the language of automation and punch the eight-track tapes used in industry to program machines. Students thinking of an engineering career will find this area of study very useful.

(4) What about electronics? Students may test the theories presented by the teacher and the textbook in actual circuits with meters and oscilloscopes. They learn to interpret what the instruments indicate.

A range of equipment is provided that will permit the student to go as far as he wants, from basic oscilloscope measurements to special instruments for plotting graphs, measuring input and output on the same screen, plotting the complete electrical parameters of any unknown transistor and then building circuits around it.

Complete equipment is provided to drill, punch and bend metal into special forms needed in electricity/electronics.

(5) What about automotive technology? Students learn to take a small gas engine apart and put it back together. The program includes work with automobile carburetors and distributors. Other activities include experiences to rebore engines, grind and reseat valves, align wheels, rebuild brakes and turn the drums, test alternators, work on starters and generators, lubricate chassis and change oil, steam clean and tune-up automobiles and work with outboard motors.

Emphasis is placed upon learning how to use all kinds of testing equipment to measure what is happening with moving parts and learn the why as well as the how. Included will be a chance to work on a pneumatic or hydraulic fluid power test bench to discover the workings of power steering on hydraulic cylinders.

(6) What is offered in graphic arts? The graphic arts program is one of communication. Students may learn to hand-set type, lock up the type, set up the press and print jobs on the platen presses.

They may learn to operate various cold-type machines, paste up pages of copy, operate the camera to copy the material, process the film, make the plates for the lithographic printing process and finally operate the offset press to print the job.

A graphic arts student may also learn about various ways of binding printed material, including stitching or stapling plastic binding and padding. Students may also use the silk screen process to print all kinds of materials.

- Adams parents are cordially invited to visit the school and actually see the vocational program in operation. Please make arrangements with Leroy Wallis, the coordinator of vocational education.

Robert B. Schwartz

Robert B. Schwartz, Principal
Adams High School

Appendix D

ED054533

FIRST YEAR REPORT

1969-1970

John Adams High School

PORTLAND, OREGON

SEPTEMBER 28, 1970

Patricia A. Wertheimer, ***Director***
Clinical Division

Jerry L. Fletcher, ***Coordinator***
Research and Evaluation

Leland Harriman, ***Assistant Coordinator***
Susan Bushman
Leroy Key
Wayne T. Knepper, Jr.
William Miller
Michael P. Roche

Robert B. Schwartz, Principal

TABLE OF CONTENTS

Principal's Foreword - i

The Goals of Adams High School - - - - - - - - - - - - - - 1

Description of the School: 1969-70- - - - - - - - - - - - 5

Overview of Evaluation Procedures- - - - - - - - - - - - - 23

Reports of Department Chairmen, Team Leaders, and Counselors - 25

Attitudes of Adams Students Toward the School: The School Environment - - - - - - - - - - - - - - - - - - 44

Standardized Test Data - - - - - - - - - - - - - - - - - - 87

Unobtrusive Data: Attendance, Withdrawals, Vandalism, Glass Breakage, Suspensions- - - - - - - - - - - - - - - - - - - 92

Data on Specific Programs- - - - - - - - - - - - - - - - - 96

Student Behavior at Home: Parent Interviews- 100

The Evaluation of Pupils - - - - - - - - - - - - - - - - - 116

Training - 123

PRINCIPAL'S FOREWORD

The report that follows is an attempt to assess the progress of John Adams High School and to present enough of the data on which this assessment is based to enable others to engage with us in a discussion and examination of this assessment. Because this report has been prepared by our own research staff, it inevitably reflects our own values and biases about the role of public schools in a democratic society, and thus about which kinds of evidence are more important than others in assessing our progress.

Although the general goals of Adams High School are discussed in the opening section of this report, it might be useful here to make explicit some of the basic assumptions and premises on which the school was founded.

We believe that the schools are the single most important public institution in a free society, and the single best gauge of the health of that society. Because schools and society are interdependent, it is difficult to consider the present state of American education without also discussing the condition of the larger society.

We believe that American society is in a profound state of crisis, a crisis precipitated by factors too numerous and complex to be completely elaborated here. At the root of the crisis, however, is our failure to anticipate (and therefore be able to cope with) the consequences of change.

J. Robert Oppenheimer once wrote that change is the one thing that is constant and predictable in the twentieth century world; as we prepare students to move into the twenty-first century, this observation should prove even more accurate. Change is the essential fact of American life today. Our national genius for scientific and technological progress has succeeded in creating a world that in crucial ways is nearly out of our control. Our very survival as a people depends upon our ability to apply the new technology to rational and humane ends.

It is our view that the primary mission of public education today is to prepare students to cope creatively with the forces of change. This means that the schools themselves must reflect a continuing commitment to look analytically at their own structure and values in order to maintain a climate where the focus is continually on change. Adams High School has as its explicit mission to be a center for the continuing study and generation of educational change.

The implications for schools are substantial. We must educate students for action, for enlightened problem solving. We must turn out students who have learned how to learn new knowledge and skills. We need to develop skills of adaptability, flexibility, and openness to change. We need to train students to be independent and self-directed, and yet be able to function as part of a problem solving group. It is these skills that Adams is seeking to teach its students. This year-end report indicates our first steps along the way.

The problems inherent in attempting to evaluate the effectiveness of a school as complex and experimental as Adams are enormous. The most critical questions we should ask of a school have to do with the quality of life its graduates lead, and these questions can only be answered over time. This report is intended as the first in a continuing series we hope to issue, and one of our research goals is to follow our graduates as they proceed into further education or the work force in order to determine the long-term effects of the school.

Of the short-term kinds of questions that this report addresses, the most detailed, interesting, and significant findings have to do with the kinds of attitudinal changes the school has brought about in its students. We believe that these findings are important for at least two reasons. First, there is a tendency in most educational research to attempt to measure only what is most easily quantifiable, and thus there is a disproportionate emphasis to achievement test scores. Academic achievement is certainly one important criterion of a school's effectiveness, but it is not the only criterion. Most schools share our concern with helping students to grow in such areas as social responsibility, interpersonal relations, respect for cultural and racial differences, and the development of a sense of identity, and we hope that other schools will follow our lead in collecting data from students and parents on these crucial questions.

The second argument for emphasizing the importance of changing student attitudes is the close relationship between attitudes and achievement. It is our contention that such educational critics as

Paul Goodman, Edgar Friedenberg, and John Holt have been essentially correct in their view that the overall climate or atmosphere of a school may have a stronger effect on student learning than the formal curriculum. Unless students feel good about themselves and believe they can have some impact on the school environment, it is unlikely that they will be able to devote their best energies to classroom work.

One final word: this report is more candid than most such reports on the differential impact of the school on black and white students. If our schools and our society are to make faster progress in the area of race relations, we must develop the habit of describing things as they are, not as we would like them to be. We are proud of the progress we have made at Adams in developing a truly integrated school, but this report reveals that we have much work to be done. In this, as in all other areas of this school, we believe that progress can only come after the frank recognition of problems. The value of this report, and of our commitment to ongoing evaluation at Adams, is to help us identify problems so that we can mobilize our resources intelligently in order to find effective solutions.

THE GOALS OF ADAMS HIGH SCHOOL

INTRODUCTION

The report which follows, though entitled First Year Report of John Adams High School, is by no means a complete report of the events of the first year. The report was compiled by the Research and Evaluation section of the Clinical Division, and as such is oriented toward the presentation and interpretation of systematically collected "hard" data. Either because developments have not yet existed long enough to permit careful study, or because sufficient manpower was not available for their study, many of what we intuitively think were the most interesting and exciting developments at Adams are not reported here.

Such events are best described in personal case studies or narrative accounts of the experience of being at Adams. These impressionistic and personal reports are necessary for the full understanding of the impact that the school has had upon those who have participated in its first year; though they were not appropriate for inclusion here, we have been collecting such reports from faculty and students, and will make them available in the future. We anticipate that the key insights from such accounts will provide the basis for systematic studies to be presented in subsequent year-end reports.

While the section below is written in the past tense, since it describes the goals we sought to implement last year, it should not be assumed that these goals no longer pertain. On the contrary, we continue to seek ways to realize them this year.

[illegible]

The primary goal of Adams High School was to provide an educational experience relevant to the needs and interests of all adolescents, regardless of their intentions to pursue further formal education. Some essential aspects to the notion of relevance are that students would learn esponsible and personally fruitful management of their own time and resources; that they would develop the capacity to make choices; and that they would accept ultimate responsibility for their own educational experiences.

To support this goal, the curriculum of Adams High School was intended to provide a wide variety of course choices, both in and out of school, including the opportunity for a student to develop his own educational program, and to maximize the opportunity for student responsibility by insisting that the student make choices. The one required course of study, General Education, was to be an interdisciplinary, problem-centered course of study which also provided much opportunity for student choice, and responsibility.

The commitment to fundamental democratic principles and the development of a capacity to work within those principles to effect environmental change was seen as an equally important goal for students. To support this goal Adams strove to create a school environment based on fundamental democratic principles: that the basic rights of all individuals would be respected in the school society, and that those affected by any decision would participate in, and share responsibility for, that decision.

A third major goal was that students should experience and explore a fuller range of human relationships than is typical in schools. Adams sought to create an atmosphere which would make possible the enjoyment of relationships between young people and adults which were less formalized, rigid, and hierarchical than the typical student-teacher relationship; which would expand the usual roles of students and teachers to include mutual respect, genuine concern, and friendship.

To support this goal, students in most instructional experiences, particularly General Education were heterogeneously grouped in terms of ability, race, sex, and age; and time was provided for a variety of informal contacts and groups. Adams also abandoned many of the traditional school rules which created artificial barriers between adults and students.

GOALS FOR TEACHERS

The goals of Adams High School with respect to teachers were quite naturally closely intertwined with its goals for students. The primary goal was to enable teachers to grow, both as persons and as teachers, through their work at Adams. To support this goal Adams sought to create an adult community within the school characterized by: active participation in decision-making; open exchange of experiences and information; constructive response to criticism from any member of the school community, whether colleague or student; commitment to the continuing analysis and evaluation of all activities; the development of open and productive working relationships, particularly in team situations.

GOALS FOR TRAINING

The training component of Adams was designed to support the premise that adults too must be learning and growing within the school context if they are to have the capacity to enable students to learn and grow. The basic axiom of the training component was that the most effective preparation for any occupation occurs when the trainees perform specified tasks, under expert supervision, in the actual work setting. The intent of the training programs was to provide systematic, field-centered training programs for personnel at all levels of educational competence. Programs should provide the pre-service training necessary for novices to qualify for vocational roles in schools, and the in-service training to permit movement from one level of the staff hierarchy of the school to another.

Adams strove to create a training program in which trainees could observe, analyze, and practice the skills requisite for functioning within a professional role; and one in which the certificated staff would act as models for trainees, thereby analyzing and improving their own professional practices.

GOALS FOR RESEARCH AND EVALUATION

The fundamental goal of the research and evaluation component was to develop the requisite procedures and support to insure that ultimately the effectiveness of every activity of Adams could be determined as part of the routine functioning of the school. This goal implies that all decisions made in the school should be based, as far as possible, on systematically collected data. Since many of the other goals of Adams involve choices and decisions, the research and evaluation component is best seen as a mechanism to support these goals. The intention was that careful inquiry into the nature of teaching and learning become an accepted part of the professional commitment of all members of the staff.

GOALS WITH RESPECT TO THE COMMUNITY

One of the basic aims of the school was to involve the community actively in the formal education of its children. In support of many of the other commitments to diversity of experience and increased choice, parents were to play a viable role in affecting the policies of the school; the resources of the community were to be brought into the school; and the boundaries of the instructional activities of the school were to be extended into the community.

In addition Adams had certain goals with respect to a particular outside community: the school district itself. These were to become a center for training personnel in special or advanced skills and competencies for the district, and a center for educational experimentation where pilot programs could be implemented and evaluated before they were adopted by the district as a whole.

DESCRIPTION OF THE SCHOOL: 1969-70

This section is intended to provide a broad descriptive overview of the structures in the school and the range of activities pursued last year, to serve as a framework for the understanding of the evaluation sections to follow.

John Adams High School is more than an ordinary high school. It is premised on the notion that it is both possible and desirable to create a single institution--the school itself--in which various aspects of education and educational change can be integrated. These aspects include the instruction of students, the development of curriculum, pre-service and in-service training of education personnel at all levels, basic and applied research, and dissemination. A school incorporating all these elements becomes more than a school; it becomes the unit for educational change. This is the aim of Adams High School.

A description of each of these aspects, as they existed at Adams in 1969-70, follows.

THE INSTRUCTION OF STUDENTS

Composition of the Student Body and Staff

Approximately 1250 students, in the freshman, sophomore and junior classes, attended John Adams in 1969-70. About 20% were black, and the range of socioeconomic backgrounds of the student body as a whole was extremely wide, with a fairly high proportion of students coming from poor families--Adams was named a Title I school. The school served a broad geographic area, with students coming from the inner city as well as rural areas north of Portland. The district included sections of what previously had been the Jefferson, Madison and Grant districts. The staff, selected especially for Adams, was largely drawn from teachers in the Portland area, and consisted of 79 certificated teachers and administrators, 16 aides, 14 secretaries, 17 full-time trainees, as well as the custodial and food service staffs.

In an attempt to alleviate the feelings of impersonality and anonymity which can result in a school as large as Adams, the student body was randomly divided into 4 smaller groups, or subschools, called Houses. The counseling, student accounting and recordkeeping, and General Education programs were conducted within the Houses. Each House was led by a Curriculum Associate, a new career position for teachers, with responsibilities for administration of the House and curriculum leadership in the development of General Education. Two teams of teachers, made up of four certificated and four noncertificated adults, and led in day-to-day implementation of curriculum by two Team Leaders, (another new position), were directly responsible for the teaching of General Education to the approximately 312 students in the House. About two-thirds of the staff was responsible for curriculum in the elective programs outside of the House, though each teacher had at least nominal membership in one of the Houses.

After a year's trial of the House system, its advantages were outweighed by its costs in terms of the inevitable administrative complexity and duplication of labor which accompanied decentralization. In addition, with the increase in numbers as Adams gained a senior class, the House threatened to become too large. Therefore, the four Houses were replaced in 1970-71 with seven instructional teams, and student accounting and record keeping were centralized to one office.

The School Curriculum

General Education

General Education was a non-graded course of study that gave students the content of the required courses of English, social studies, basic mathematics, and general science, but with a radically different classroom approach. The course was taught by interdisciplinary teams of teachers and required approximately half of a student's class time. Rather than engaging in the systematic study of the various disciplines, the focus of General Education was on the solution of relevant problems, Students might address themselves to problems ranging from developing the skills necessary for finding and keeping a good job, to the problem of solving the racial tensions existent within the school, or the city, or possibly to the problem of developing a strategy for stopping the pulp mill pollution in the Willamette Valley of Oregon. An adequate solution to any of these problems required that the student probe the content of, and learn the skills appropriate to, several of the traditional disciplines.

Students evaluated their own progress through the maintenance of personal journals, which made up a required part of their course of study. Independent study, student-initiated projects, and tutoring programs were encouraged, and students frequently participated actively in teacher planning sessions.

Skill development, for the student with deficiences or for the student seeking to polish a particular talent, was addressed in General Education, and adjunctively through resource center programs in reading, writing and mathematics. These programs, developed and implemented by certificated teachers and aides, provided small group and individual skills instruction on a full-time basis.

This instruction, while providing the foundation for a skills program, was not sufficient to meet the needs of many Adams students. Therefore, the skills program has been much augmented for 1970-71, and the curriculum more systematically developed, building upon the beginning made by the resource center programs. In 1970-71, the basic skills program will be required rather than recommended.

The Elective Program

Adams offered the full range of elective courses one would expect in a completely equipped modern comprehensive high school.

The Industrial Education offerings were especially varied, and on a level which would assure job entry skills in many areas. Because of the extensive equipment of the Industrial Education wing, and the instructional abilities of the staff, the school served as a vocational training center for other North area high schools.

Flexibility and student involvement were as consistently sought in the elective program as they were in General Education. Students were encouraged to pursue areas of special interest, whether small group discussion of group dynamics or a one-to-one tutorial in computer mathematics. Some electives provided opportunities for school and community service, as well as job experience.

Six-week "mini" courses were offered, as a way of providing variety and encouraging exploration in unfamiliar subject areas. These were enthusiastically received, and a few students initiated and taught minicourses, under the supervision of a teacher.

The Mobile School

Developed as a pilot program the Mobile School served sixty, self-selected students as an alternative to the General Education program. Not designed for the academically poor student alone, it did seek to develop an educational experience that met the needs and interests of a broad variety of students who found school totally irrelevant to their lives. The Mobile School was also intended to develop and refine a curriculum based on the view that the education of youth is truly a community affair; it used the resources of the community not only for the basic substance of the curriculum but also for a substantial amount of the instruction. Students traveled by bus into the community for a series of field study experiences, which focussed upon contemporary social-political problems. The program had to be discontinued before the end of the year because of lack of funding.

Counseling and Special Programs

The Guidance and Counseling program was an integral part of the operation of each House. Each of the four counselors was attached to one of the Houses, and worked closely with the Curriculum Associate. Counselors' offices were decentralized to insure proximity to the House, and counselors participated in curriculum planning meetings of General Education teachers, which in most cases increased cooperation between teachers and counselors.

Counselors were encouraged to take active roles in the instruction of students in those areas in which they had expertise, and several group counseling classes sprung up under the direction of counselors. Though Adams had no senior class, the college counseling program, under the direction of one half-time college coordinator, was active, and included college visitations and an evening forum for parents. The Guidance department also undertook training responsibilities as two counseling interns were trained under the supervision of experienced counselors.

The Adams staff included one full time Social worker, and a full time community agent, and they worked very closely with the counselors and Curriculum Associates.

Special programs included Special Achievement, which served approximately 30 young people, and a program for deaf students, which served approximately 12. There was very close cooperation between the teachers of these programs and those from the regular programs; joint use of facilities, with combined classes, were frequently planned and several students from the regular program worked as assistants to the teacher of the deaf.

The School Enviornment

Student Responsibility

An assumption of the administration of Adams was that the instruction of students should not be limited to classroom instruction. On the contrary, the expectation of active participation in the school as a democratic community, the social experiences provided by a racially and economically mixed student body, and the expectation that students could and should take increasing responsibility for their own educational development were intended to be as instructive as the formal curriculum.

Students at Adams were therefore permitted a great deal more freedom of general movement and control over personal educational decisions than is typical. For example, during a student's unassigned time he could visit a class, make use of one of the several resource centers, work on an individual project for credit, or relax in the student lounge or the park. Students were expected to attend their classes, and those who did not attend regularly forfeited class credit, but the general attitude of the school staff was to take as nonpunitive a stance toward attendane and minor discipline problems as practicable. Conferences with the troubled student and his parents, counseling help, and flexibility in arranging his class schedule were methods used to help students cope with attendance problems far more than suspension from school. Students who showed no improvement in their attendance patterns were referred to the juvenile court, but only after other approaches had failed.

These unusual responsibilities for self-governance put a heavy burden upon the students, and the process of learning to manage freedom was painful for many, though only a very few students did not respond to the challenge. Because students were expected to take responsibility for their own actions, teachers at Adams were not generally regarded as law-enforcers. Perhaps because of this, relationships between teachers and students were a remarkable aspect of the school climate. They were almost universally friendly, informal, and warm. Many teachers and students prized these relationships as deeply rewarding new experiences.

School Governance

While the ultimate responsibility for the operation of the school rested with the principal, Adams developed a form of government which insured widespread involvement of students, teachers, and administrators. It was made up of an executive branch, the Administrative Cabinet, and a bi-cameral legislative body, the Faculty Senate and the Student Senate.

The Cabinet included the principal, vice-principal, program coordinators(research, teacher training, social services, vocational education, ES '70) and Curriculum Associates.

The Faculty Senate was comprised of 15 members, elected from the teaching staffs of all four Houses, and from the secretarial, custodial, and food services staffs. Trainees, though empowered to vote, were not eligible to serve as faculty senators. The term of office for senators was 2 years, and the Senate elected a President from among its members. Some adjustments were made during the year to insure representation from all areas of the school.

The Student Senate was a body of 40 students, 10 elected from each of the Houses, to represent that House. The President of the Student Senate was elected by the student body at large, and the group was advised by the Activities Director.

As the year progressed, it became apparent that this system was flawed in many respects. The student senate consumed a great deal of time with internal quarreling, and by the end of the year had become virtually powerless, as the quorum necessary for a vote was seldom present at meetings. Tension between the faculty senate and cabinet was fairly extreme, with confusion and conflict about what constituted the proper purview of each group, exacerbated by difficulties in communication. It began to appear that the existence of separate groups tended to accentuate differences and bases for conflict, as the groups tended to react against each other rather to find ways to cooperate. As an attempt to facilitate cooperation and communication, the Principal's Council was established by the Principal, acting upon the advice of a study committee made up of administrators, students and faculty, and chaired by the President of the Faculty Senate. This council, consisting of representatives of administration and both Senates, replaced the Administrative Cabinet.

Though the Principal's Council was established too late in the year to provide a sufficient test of its effectiveness, it seemed to promise more efficient government than the previous system, while still involving all constituencies of the school community. The council operated as a clearing house, and determined the appropriate groups for dealing with various issues. Other changes in the system of governance will be required, as the four Houses have been replaced by teams.

Community Relations

Community Forums and Parent Advisory Groups

As an attempt to insure that parent opinion would be reflected in policy regarding the instruction of students, a series of Community Forums was established. The first was held during the summer before school opened, and was followed by four others during the school year. Forum topics included the General Education program, issues of student freedom and responsibility, college entrance, and vocational education. The meetings were enthusiastically attended. The usual format was a progress report by the principal, or a presentation by guest speakers, followed by questions and discussion from the floor. Then parents usually met with the Curriculum Associate and teachers from the House of which their children were members, for small group discussion.

Out of these meetings, Parent Advisory groups for Houses were formed. The parents and teachers from each of the Houses met in a series of evening meetings, usually bi-weekly, which were arranged independently, House by House. These served as a valuable opportunity for exchange of views, conferences around specific problems, and better communication between parents and teachers. In many cases the House curriculum was directly affected by parental wishes and advice. These Parent groups supplanted the schoolwide meetings, and to a large extent also supplanted the schoolwide PTSA.

The Community School

Organized by the Community Agent to serve the adult educational interests of the community, the Community School was operated two evenings a week, and offered a wide range of classes to any interested adult or young person in the Adams neighborhood. These courses were free, with the exception of some fees for materials, and included sports activities, craft and skill courses, and academic subjects such as literature and psychology. The staff, made up of regular Adams teachers and an occasional student, worked on a volunteer basis. This program, primarily designed to serve the wider community, also offered additional opportunities for Adams students to take credit-bearing courses.

The program enjoyed great popularity from the very beginning, and the chronic lack of sufficient funds was overcome in part by the dedication of volunteer teachers.

CURRICULUM DEVELOPMENT

An institution desiring to remain innovative must be capable of the continual generation of new programs and procedures, and must be able to adapt quality programs developed elsewhere to its own setting--Adams attempted both these tasks last year.

General Education

Since many of the Adams programs were experimental, virtually all instructional personnel were engaged to some extent in developing curriculum materials and instructional strategies. This was particularly true of the General Education program, which faced a massive curriculum development task. To create a problem-oriented curriculum which successfully integrated the diverse subjects of English, social studies, basic mathematics, general science, and health was difficult enough; to provide such a curriculum for groups of students heterogeneously mixed by race, age, and ability was enormously more difficult.

Two of the General Education teachers were relieved from teaching duties in the middle of the year, and assigned the task of coordinating and collecting curriculum innovations to be used in General Education. Not only were these ideas gathered from sources outside the school itself, but viable curriculum units developed within the House teams were recorded and made available for adaptation by other teams. To facilitate exchange of ideas and to offer support for the creativity required for the development of new curricula, a weekly seminar of General Education teachers was organized, and led by the two aforementioned teachers. One major accomplishment was the development of schoolwide programs which centered upon ecological concerns, and which culminated in activities organized for Ecology Day.

Process Curriculum Workshop

Another group of teachers, both General Education teachers and those from the elective areas, beginning in January, met on a weekly basis to devise ways of incorporating such techniques as role play and improvisations into the curriculum, as well as to explore possible ways to utilize fantasy, personal feelings of students and the social relationships of class members with the aim of making the curriculum more relevant to student concerns. This group, called the

Process Curriculum Workshop, also attempted to deal with the problems specific to curriculum in the racially integrated classrooms.

Project React

Several Adams staff members were involved in two specific curriculum develppment projects in cooperation with other institutions. Project REACT, of the Northwest Regional Educational Laboratory, was designed to develop materials to demonstrate the uses of computer technology in instruction and administration, Many materials which came out of this project were developed, tested and revised by Adams staff members and students.

Vocational Clusters

Through a grant from the State Department of Education to Oregon State University, a mechanical cluster curriculum in testing and measurements was written and implemented at Adams. This project was part of an anticipated continuing curriculum development effort to individualize the vocational education curriculum.

PRE-SERVICE TRAINING

The focus of the pre-service training programs at Adams was to provide in a school setting training programs for personnel at all levels of educational competence. This implies for many trainees a much earlier immersion into the active life of the school than is available in other models of pre-service training, with a differentiated pattern of assumption of responsibility.

The particular training models of the school varied. However, all adhered to the principle that the most effective preparation for any occupation occurs when the trainees perform specified tasks under expert supervision, in the actual work setting. In addition, since the core training staff members had joint appointments with cooperating universities, recognized practicum courses and methods seminars relating directly to the students' classroom experiences were taught at Adams. A clinical training setting was provided in which trainees observed, analyzed and practiced the skills requisite for assumption of a professional role. Many of these trainees occupied positions of considerable teaching responsibility, while receiving supervision from more experienced professionals.

A large part of the preservice program centered in General Education, where supervision in teaching and curriculum development was provided by the Curriculum Associates and Team Leaders.

The following chart will provide an overview of the training responsibilities undertaken in 1969-70, and show how the program was developed for 1970-71.

	1969-70	1970-71
Portland State University Student Teachers	29	48
Master of Arts in Teaching:		
Reed	7	6
Lewis and Clark	2	2
Portland Urban Teacher Education Project	20	20
Oregon State University		
Student Teachers:		
Business Education	4	18
Home Economics	2	
Other	2	
Students in Residence	8	12
Counselor Interns	2	
Administrative Interns		1
New Careerists		6
Career Opportunity Program		3
Other Programs		
Students from OCE	72	
Macalester College	1	

Master of Arts in Teaching Program

Ten candidates for the Master of Arts in Teaching degrees were trained in coordination with Reed College, Lewis and Clark College, and the Harvard Graduate School of Education. In addition, two candidates for the Master's degrees in school guidance were trained, in cooperation with Harvard and Portland State University. Since these programs involved colleges which shared personnel appointments with the school, Adams was able to provide a much more complete field-based experience than is typical.

Student Teacher Program

This program, which trained 29 student teachers in various fields, was implemented in cooperation with Portland State University. Since two of the Adams staff had joint appointments on the Portland State faculty, a high degree of cooperation in program coordination was possible.

Portland Urban Teacher Education Project (B-2)

This training program, funded by a grant under section B-2 of the Education Professions Development Act, was sponsored jointly by Adams and Oregon State University. The thrust of the program was to supply needed teaching personnel for inner city areas, and the majority of the twenty trainees were black. These trainees, most of whom held bachelor's degrees, and who had been engaged in various professions other than teaching, were both attracted to a profession sorely needing their special skills, and given the opportunity to earn certification through this program. The B-2 program was Adams' most highly developed example of how teacher training can fruitfully be shifted from the University into the school, as the entire program of university level courses leading to basic teacher certification was carried on in the school itself.

The Junior Aide Program

In January, 1970, a comprehensive pre-service training sequence in vocational education was instituted. Initially the program trained prospective industrial education teachers from Oregon State University. These "junior aides" receive six credit hours of technical training at Adams, together with six professional credits and three hours of seminar credit on problems of inner-city schools. In the spring the vocational training program was expanded to include the training of student teachers and interns in most of the vocational areas.

INSERVICE TRAINING

The Summer Institute, 1969

Before the school opened its doors in September, the entire staff was involved for six weeks in an Institute, funded by the Education Professions Development Act. It was during this institute that the demanding tasks of the formation of teaching teams and the development of curricula were begun.

Other Inservice Programs

Other inservice programs included those mentioned above under Curriculum Development (the General Education seminar and Process Curriculum Workshop), as well as a Race Relations Workshop.

Communications groups, in which all members of the staff participated in May were small (12-15) randomly selected groups, whose task was to find ways to knit the faculty into closer relationships, recommend administrative procedures to enhance communication, and dispel rumors. These groups were felt to perform a necessary function, and many of their recommendations, including continuance of the groups, were followed.

Consultants, provided for by the EPDA grant mentioned above, were brought to the school at various times during the year, and included Terry Borton (who launched the Process Curriculum Workshop), and Ralph Mosher, an Associate Professor from Harvard University. A Portland psychiatrist, Dr. Boverman, contributed his services from time to time as a consultant.

Much inservice consultation was provided by George Anderson and other members of the Industrial Manpower Center of Antioch, California. Their techniques of communication and education, particularly as they applied to the education of the disadvantaged and potential dropout, reached almost every member of the Adams staff, for they worked with each of the four Houses and with many classroom groups of students and teachers as well, on a continuing basis through the spring.

Inservice training has been much expanded for 1970-71. Not only are some members of the staff being trained as educational researchers and clinical supervisors, communication groups are being continued, Team Leaders meet in a weekly seminar, the Process Curriculum Workshop and Race Relations workshops are being continued and enlarged in scope, and members of the faculty have begun to devise new courses.

BASIC AND APPLIED RESEARCH

The various programs undertaken by the research division were the evaluation of the various programs herein reported; for this reason, the nature of the activities of this division will be clear from the report itself, and there is no need to repeat a list of its functions here.

DISSEMINATION

Aware that one of the most perplexing problems attendant to school-based experimentation is the failure of successful innovations to generalize to the broader educational community, dissemination has been a major concern at Adams, and has been facilitated in various ways.

ES '70

Adams was designated as Portland's ES '70 school. As such, it was one of a national network of schools devoted to curriculum development and experimentation. A full-time coordinator of the ES '70 program insured nationwide sharing of innovations at least among the schools that made up the network, through its newsletter and conferences of the coordinators.

Joint Appointments

Statewide dissemination was facilitated by the ten joint appointments held by Adams staff members with surrounding colleges, universities and research centers. Since these appointments required part time work at institutions other than Adams, the opportunities for sharing problems, successes, and insights were many. Ten individuals at Adams had outside affiliations:

Name	Position	Outside Affiliation
Lawrence Ayers	ES '70 Coordinator	USOE
John Parker	EPDA Coordinator	OSU, Lewis & Clark
Allen Dobbins	Teacher Education Coordinator	PSU, OSU
Jerry Fletcher	Research & Evaluation Coord.	Teaching Research
John Williamson	Development Coordinator	N.W.Reg. Educational Lab., Teaching Research
Leroy Wallis	Vocational Education Coord.	OSU
Patricia Wertheimer	Social Services Coordinator	OSU
Edward Gottlieb	Curriculum Associate	PSU
George Flittie	Curriculum Associate	Reed
Parimaz Marsubian	Curriculum Associate	Lewis & Clark

Pre-Service Training Programs

Because Adams trained exceptionally large numbers of preprofessionals at various levels, many of whom have subsequently been hired by Portland Public Schools and other districts, it was able to have some impact upon education through these trainees.

Perhaps the most successful program in this regard was the B-2 training program, since through the completion of this program, the number of qualified black teachers working in Portland's integrated schools more than doubled.

The Advisory Council

An advisory council made up of representatives from the State Department of Education, Portland State University, Oregon State University, University of Oregon, Lewis and Clark College, Reed College, and Teaching Research met twice during the year to review the progress of the school. The administrative staff on both occasions described to them the state of the school and listened to their suggestions and reactions.

Public and Professional Appearances

Approximately 100 presentations about the goals, procedures and progress of Adams were given last year to church, civic, and professional organizations, as well as colleges and universities, both in Oregon and in the Northwest area. Formal speeches were delivered to such diverse audiences as all school administrators in the state of Minnesota, and the taxpayers of Vancouver, Washington. The principal appeared several times on local television programs, and on a nationally televised discussion program.

Visitations and Publications

Articles and publications by others about the school cannot be called part of the Adams dissemination program, since the content and accuracy of these statements were frequently impossible to control. However, Adams received national attention through the following publications:

Newsweek,"John Adams High: Best Around, " February 16, 1970. p 68.

American Education, "Portland's Unconventional Adams High," John Guernsey, May 1970.

Atlantic, "High Schools That Work," Charles Silberman, August 1970.

Readers Digest, "Bold New Directions for U. S. High Schools," Arlene Silberman, August, 1970.

A program of visits to the school was coordinated last year, and the school received an average of 200 visitors a week from November to May. These visitors included members of the local community, local and visiting professional educators, and students from other schools. Approximately 75% of the visitors were college and university students and educators from outside the Portland metropolitan area. Visitors came from 18 states and 2 foreign countries.

Two major publications were written by the Adams staff which served a dissemination function:

"The School as a Center for Educational Change: A Prospectus" available from John Adams High School and

Curriculum Bulletin: "The Clinical School Program," College of Education, University of Oregon, Eugene, Oregon 97403, November 1969. Cost: $1.00 through John Adams High School, Portland, Oregon or the University of Oregon, Eugene, Oregon. The Library of Congress Catalog Card No. 66-64621.

OVERVIEW OF EVALUATION PROCEDURES

During the school year 1969-70 the Research and Evaluation section of Adams High School consisted of two people--one who worked half time at Adams and half time at Teaching Research in Monmouth as an Assistant Research Professor, and another who was paid full time for work at the Northwest Regional Educational Laboratory and Teaching Research, though his office was in the Adams building. There were no other staff members and no budget for research and evaluation work.

Under these circumstances, the institution's capacity for the gathering of evaluation data was necessarily extremely limited. The data collected and reported upon here deal with only a few of the school objectives, and are essentially descriptive. The particular methodologies used for collection and interpretation of each set of data are described as the data are presented.

In addition to shortage of personnel and financial resources, other factors affected the performance of the Research and Evaluation section. The school district lacks statistical or data processing capacity permitting the use of information in school operation. No resources were available for punching of data on cards, or for writing programs to accomplish even simple statistical routines; furthermore, no resources were available for hiring this work to be done elsewhere. Even though the district's central research office provided substantial support, there was no budget available for machine processing capability.

Another more subtle problem existed: since research data has never been provided for school use, those in decision-making positions in the schools are not accustomed to basing their decisions upon carefully gathered data, and therefore, processes of decision-making do not provide for data-gathering activities.

Much has been accomplished to overcome the shortcomings of the 1969-70 research and evaluation program for 1970-71, particularly in the integration of research into the ongoing operations of the school. The Research and Evaluation staff now includes seven half-time people, three of whom have come from the Adams FTE allotment, and four from federal grants. However, data processing capability remains inadequate, and until this shortcoming is overcome, the research and evaluation program will not be as effective as it could otherwise be.

REPORTS OF DEPARTMENT CHAIRMEN, TEAM LEADERS, AND COUNSELORS

In June all department chairmen and team leaders were asked to submit a year-end report of their department or team's activities and problems during the year. Department chairmen elected to write individual reports. Some team leaders were interviewed; others wrote their reports.

The individual reports were compiled into two summary reports by the Research and Evaluation staff: one on the electives (department chairmen), the other on the General Education Program (team leaders). The summaries attempted both to identify consistent problems and to suggest possible solutions. The summary reports are presented below.

DEPARTMENT CHAIRMEN

While most of the problems mentioned by the department chairmen are not new, their mention should serve as supporting evidence for any decisions that are made.

A Problem: The Detrimental Effects of Increased Freedom for Students.

Most departments expressed concern over the greater student freedom. The problem was seen as one of finding a middle ground between the "free school" and "traditional authoritarian school." There is evidence to show that many departments found the student-teacher relationship more favorable than at other schools, and that this could be attributed in part to the freedom experienced by the students. Yet, at the same time, numerous programs showed signs of suffering educationally because the students' attitudes toward their responsibilities in the school were not yet mature enough to make use of the freedom. Department chairmen suggested the irresponsible attitudes might, in fact, be supported by the lack of controls and demands placed on the students.

Specific Examples:

a. Music--permissiveness caused students to have poor attendance in class, rehearsals, and performances.

b. Health Occupations--Students failed to complete assignments, attend class and keep appointments.

c. Special Education--Hall noise (etc.) caused extreme problems with Special Education students.

d. Physical Education--Attendance poor. Serious conflicts between physical education classes held outdoors and students in halls, stairways and park.

e. Foreign Language--Attendance poor. Field trips caused additional absentees. Students failed to complete homework.

f. Art--Students failed to act responsibly toward materials, supplies, and projects.

g. Business Education--Attendance a serious problem in beginning typing. Some students could not work independently on programmed materials.

Specific Solutions Which Seem to be Indicated:

1. An accountability or control system must be developed to keep students not in class from disturbing classes which are in session.
2. A field trip procedure must be developed that will provide two safe-guards: (a) to guarantee that students understand the consequences of missing school and their responsibility to make up class work; (b) to guarantee that all teachers concerned have advanced warning of the pending field trip.
3. An attendance system with accountability procedures which required teachers either to have students in the classroom or to know the location and activities of students working independently would seem to be more beneficial to some programs than the improved student-teacher relationships which greater freedom seems to have brought about.

A Problem: Locked Rooms and Lack of Locked Storage Facilities.

Six of the ten departments reporting expressed the need for storage facilities that can be locked to protect supplies, equipment, class projects, and materials. Teachers, by necessity, need to share rooms; however, it appears that there is no way to leave supplies in the room and guarantee their safety. Part of this problem may be tied to the unusual key distribution system. Teachers are either forced to carry a large number of keys or must leave the doors unlocked for the next teacher or look up someone with a key. The storage space in the rooms cannot be locked.

Specific Examples:

a. Health Occupations--Students lack responsibility toward supplies.

b. Special Education--No security of stored materials or items in the classroom.

c. Physical Education--Loss due to stealing was high. Required careful policing by teachers; poor security on storage areas.

d. Foreign Language--Loss of supplies due to nonexistent storage.

e. Art--Problems controlling and protecting supplies.

f. Business Education--Problem of security of supplies and small equipment items.

Specific Solutions Which Are Indicated:

1. Provide locked storage cabinets in most (if not all) classrooms.
2. Change the key system. Set up master keys for various wings of the building, and for certain groups of rooms used by teams or departments.

A Problem: Basic Skills Deficiencies.

Two of the departments (and the only ones that would have cause to discover this situation) noted a serious deficiency in students' abilities to use basic skills.

a. Health Occupations--Students lack skills to read, write and speak.

b. Business Education--Students type the way they speak (e.g., ...present tense.) Need basic skills to qualify for business world.

Specific Solutions:

1. Insure that a basic skills group develops a program which will provide a necessary training for students in the basic skills.
2. Develop a program that will provide coordination between teachers that will aid in the identification of students with basic skills deficiencies.

A Problem: Teacher's Responsibilities toward Students and Toward Each Other.

There were a number of types of situations created by the increased teacher antonomy and student freedom at Adams which were not adequately addressed. These were particularly the question of who was responsible for groups of students when they were on option time and free to circulate and assemble where they wished; inadequate communication about various different programs in the school; and conflicts between programs when two, independently, had planned conflicting activities.

Specific Examples:

a. Health Occupations--General Education teachers unaware of Health Occupation Program and the importance of the program.

b. Special Education--No one would help control hall problem (outside classroom.)

c. Physical Education--Discipline problems from students outside of physical education classes.

d. Foreign Language--Field trips pulled students out of class.
e. Art-Faculty did not use art department.

Specific Solutions Which Seem to be Indicated:

1. The role and responsibility of teachers and administrators must be clearly spelled out.
2. A program must be designed to provide communication between all teachers so that all personnel have an acquaintship with the various programs in the school.
3. A need for a field trip procedure. (See above)

Favorable Remarks:

a. Health Occupations--Good relations with outside community. Students enjoyed school "this year."
b. Special Education--Good situation established with elective programs...students made to feel part of the "normal community ".
c. Physical Education--Good units for the girls on personal defense; boys on weight lifting; races worked together in harmony.
d. Home Economics--Morale good between staff and students. Seventh and eighth graders from St. Charles School provide a good opportunity for students at Adams to tutor.
e. Art--Mini program effective.
f. Math--Computer and resource center successful.
g. Health--Keep it in General Education.
h. Business Education--Low drop-out rate in shorthand.

THE COUNSELORS

The goals of the counselor could be listed in great detail but basically consisted of facilitating relationships between students and teachers, students and peers, parents and teachers, and sometimes teachers and teachers in order to reach the optimum climate for growth as individuals and as a school. The emphasis was on assisting the student to accept himself as a worth-while person who is able to live in some kind of harmony with himself and others.

The job of a counselor at Adams fell into two broad areas: "Guidance" and "Counseling".

Guidance

Considerable effort was required during the fall to stabilize scheduling procedures and to create a system of accountability to produce a smooth operating school. The lack of established procedures and the different schedule at Adams caused confusion, frustration, and anxiety for the students, teachers and counselors. By spring the scheduling problems were identified and many corrected so that forecasting for 1970-1971 was accomplished efficiently.

Career planning and education planning were handled on an individual basis for part of the year. With the appointment of a College-Scholarship Co-ordinator during the year, a system began evolving that will provide information on the various programs and opportunities that are available to students. There is a need to develop a program at Adams that will provide information on the various vocational programs and opportunities available for our students.

Much time was required to evaluate and notify students of graduation requirements. Especially pressing was the need to evaluate junior students to insure they would qualify for graduation in 1971. The problem was compounded because of transcripts coming from a variety of schools and lack of information on a student's past academic patterns.

Counseling

The staff seemed to have greater demands for counseling service than had been experienced in other schools. They made an effort to be identified as being "helpful persons" and feel this is part of the reason for the increased demand.

One important area of personal counseling that occurred frequently was dealing with a conflict between parents and students. Generally the situation was one of parents being "uptight" with Adams and the student being "pro-Adams." One counselor made the following intuitive perception of this type of conflict:

> "The counselor became involved at the request of counselee or parent; however, the party requesting counseling service was interested in using the counselor in the power struggle."

The counselors often found themselves on the firing line for what would be considered "public relations", generally with parents either singly or in groups.

Other areas of counseling that were unique to Adams dealt with such topics as how General Education related to familiar programs, concern over traditional grades and the Adams evaluation system; also, for some students it was necessary to explore the difference between "freedom" and a "license to do what one wanted".

The openness of faculty and staff provided an atmosphere for students to be comfortable and to feel free to express concerns. As a result, many personal problems were brought to a "head", brought out into the open. The counseling staff felt that the problems usually were not caused by Adams High School.

TEAM LEADERS

In an attempt to discover the problem areas of the various teams interviews were conducted of a sample of team leaders and core teachers. In addition an analysis was made of documents that were produced by all teams during the year.

A Problem: Variation of Team Composition, Permanence, Organization, and Team Teaching Procedure.

A great deal of variation in team composition took place throughout the year. Teams worked in groups of two or three to seven or eight. In one house the seven-member teams stayed together for most of the year. In another, one triad stayed together for most of the year. In yet another, one triad stayed together for half the year, and this became the nucleus for a full seven-person team in the last eleven weeks. In some cases the team concept was more of a content planning experience, with each of the members to cover a specific part of the problem. The students were split up and rotated through the team's teachers who were more or less on their own as to how they executed the plan. In others, teams meant more than one teacher working simultaneously with a group of students.

It should be clear that a number of the models of team operation which eventually developed were rather different from the seven or eight person interdisciplinary team which originally guided the notion of having teams in General Education. This was, of course, to be expected. General Education was too new a concept to be rigidly bound by a particular model, and experimentation was encouraged.

However, from an inquiry point of view, an agreement to attempt to run General Education teams along one, or two, or three specific models of team operation would be best. Such an attempt would generate data about which kind of model seems to work best for what kind of situation. Necessary modifications in the specified models, after a sincere attempt to run the team according to the model, becomes then a valuable contribution to knowledge about team operation.

The above data indicated the need for some discussion of the following issues:

1. Which models of team operation seemed to work best for what kinds of situations?
2. What should the ideal model(s) of team operation for General Education be?
3. How many models should be permitted?

Such discussions are continuing.

A Problem: Sex, Age, and Experience as Factors in Composition of Teams.

In the orginal model of team composition there was some attempt to seek balance in terms of experience, age and sex. In all teams where the composition became unbalanced, some problems developed. Problems of supervision on extended field trips resulted if there were not equal numbers of men and women teachers. Experienced teachers on teams which were made up largely with inexperienced teachers found that additional effort and responsibility was required. The two female team leaders faced some problems in that role when dealing with male team members.

Questions raised:

1. What should the sex/age composition be?
2. Which combination appears to work most/least successfully?
3. What would be the most desirable way to deal with the issue if serious difficulty in team operation seems to stem from age and sex factors in the composition of teams?

4. Should sex/age factors be taken into account in the selection of future teams and hiring of personnel for year three?

A Problem: Team Unity.

The problem of team unity elicited very strong responses, both negative and positive. Most of those interviewed indicated the crucial necessity for teams to pull together if they were to be successful. In answer to the question "Did the team pull together?" the responses ranged from "very well" to "a disaster". A variety of reasons were given as being factors in the problem, such as:

a. Incompatible personalities of individuals, such that it made team unity difficult to impossible.
b. Some members insisting on doing his/her own thing.
c. Disregard by some of the feelings of other individuals on the team.
d. Lack of acceptance of responsibility toward the team effort.
e. Copping out on team tasks.
f. Ego tripping at the expense of team effort.

Differences in style, technique, and methodology caused friction within some teams. Lack of understanding in clear terms of the team's goals and/or ways of achieving those objectives were given as reasons for disunity.

Another factor mentioned several times was the dual nature of intern trainees' obligations toward the parent college coursework/classes and their obligations to the Adams program and the team effort. This resulted in some team members not showing up for planning sessions, or leaving early before plans were completed, and therefore, not really being "with it" when the team tried to execute the plan.

There appeared to be a correlation between the extent of team unity and the length of time the team worked together. Those few teams whose membership remained intact through most of the year experienced a greater degree of team unity than those teams that changed around after each unit or grading period.

Because of the stated concerns of team leaders and team teachers as to the importance of unity within the team, it would seem important to examine some of the following questions:

1. What are the factors that enhance team unity?
2. What are some symptoms of disunity within the team?
3. When the team can't/won't pull together, how will it be handled?
4. What, if any, are the effects on learner outcomes when the team is "not together"?
5. Can the problem of intern trainee commitment be resolved?

A number of these questions are presently being confronted.

A Problem: Team Planning.

A correlation between the extent of unity within a team and successful team planning is evident. On those teams which were unable to pull together, planning was difficult and in some cases very frustrating. Good planning had some of the following ingredients. Team members:

a. "Knew where they were at."
b. Had general agreement on objectives and methods.
c. Worked out philosophical differences easily and with minimal friction.
d. Were punctual and stayed with the task until completed and workable. (This ingredient was reported to have a corresponding high energy drain and time sacrifice.)

As the more successful teams gained experience in team planning, the task became less onerous and less time consuming.

Two special issues were most often mentioned in connection with planning: Time, and space.

The Time Factor:

When planning was held during the school day, it was often cut short due to special bell schedules, and always limited to one 40 minute period. This was reported to leave planning "up in the air" at the "ring of the bell".

When planning time was held at the end of day, it often extended into the evening, sometimes beyond 6:00 p.m. While this gave more time to plan, team members were exhausted from the day's teaching with consequent loss in team planning efficiency.

Physical Environment for Planning -- Team planning rooms were less than successful as an environment for efficient planning. Reasons given were:

a. Too noisy, too crowded.
b. Excessive interruptions by students, visitors, other teachers.
c. The telephone (in planning rooms that had them) was a source of annoyance during planning sessions.

Teams often found it necessary to find other areas in which to plan: Resource Centers, unused rooms (not available for the second year), faculty lounge, and the faculty dining room were some of the alternatives. Some teams found it helpful to meet and plan away from Adams. (Again a sacrifice on time, and an energy drain.)

Since it was agreed that successful planning was very important to successful team teaching, these problems raise these issues:

a. Can planning take place if the team is "not together"? If so, how? What are effective and efficient ways to reach agreement on objectives and methods?

b. What is the best way to deal with philosophical and ideological differences among team members?
c. How can punctuality and attendance be handled if it becomes a problem?
d. Can anything be done about the problem of interns' priorities?
e. Can the scheduling of in-service courses for staff, as well as trainees, be done so as to minimize planning interruptions, particularly for teams operating late in the day?

For the second year all of the team planning operations are concentrated in one large open area. The in-service General Education seminar is attempting to resolve a number of these issues.

A Problem: Assignment of Tasks on the Team.

The assigning of individual tasks to team members was handled on some teams by the team leader. On others, each member took responsibility for some phase of the nuts and bolts type chores on a volunteer basis. The latter seemed easier in smaller groupings, such as teams of three or four, when people knew what had to be done and went ahead and did it. On larger teams, tasks were generally assigned. The major difficulties reported were:

a. Team members were assigned or volunteered to do certain tasks and did not deliver.
b. Some team members were not pulling their weight or were copping out.
c. Some team members were absent or late when a specific input was planned, and were not filled in by the team leader or team members.
d. The "let George do it" attitude.

On some teams these difficulties were overlooked or ignored, with some team member picking up the slack and letting it ride.

Two teams reported this as a source of real friction on the teams which was never successfully resolved. This raises some issues :

a. How will the assignment of tasks be handled?

b. Should the team leader come on as the "heavy" or is it the group's responsibility to deal with a malingerer? How should each do it?

c. How can a team fill in members who had to be absent?

Again, these questions are under consideration.

A Problem: Recordkeeping

Attendance, journals, notebooks, and pupil evaluation were handled in a variety of ways by the different houses. On some teams these were done by the team leaders and curriculum associates; on others it was handled by some member(s) of the team. Attendance and credit records particularly demanded a large portion of team leaders' time and energy. Generally, team teachers took care of notebooks, journals, and evaluations of students. Where small groups were rotated through several teachers on the team, the evaluations became more complex and difficult.

There did not appear to be any pattern or "best way" to handle these recordkeeping chores. It was stated, however, that it is imperative that time be allotted in the schedule to take care of this problem. One house gave up their legal holiday on November 11 to do evaluations. Team teaching would seem to imply team evaluations; therefore, the necessity of some kind of "duty free" evaluation day to accomplish the task.

Since no clear method showed as being better than another, each team will undoubtedly work out its own. But it is foreseeable that some difficulties may arise. The following seemed to be some areas in need of clarification:

a. Who has the ultimate responsibility for recordkeeping on the team?

b. What kinds of records will be kept by teachers and team leaders? Curriculum associates? Counselors? How will this be coordinated?

c. How about the "evaluation day" problem? Can this be worked into the schedule?

d. Are some types of records going to be kept by counselors in the counseling area, and others kept in team offices in the lower quad? Possible communication problem here!

e. Will there be a clear division of labor on the team for recordkeeping?

f. Would a unified method for all teams be desirable?

Major improvements in the centralization and standardization of records have been incorporated for the second year of operation.

A Problem: The Effectiveness of Team Teaching Over the Self-Contained Classroom

Most teachers and team leaders who participated in the team approach saw many more advantages in the team method. Those most given were:

a. Teams provided a wider variety of experiences and input in lessons and problem solving.

b. Teams provided wider perspective on approaching a problem.

c. Team teaching was seen as better for teacher growth.

d. Trainees were offered a wider variety of experience in different teacher methods and styles.

e. Teaming required a greater amount of teacher self-discipline, which was valuable.

f. Working more extensively with adult colleagues in the same room, as well as in planning, was seen as valuable.

g. Teams provided the opportunity to interact and learn from one another.

A Problem: Cooperation With Specialist Areas:

The question of participation by the specialist areas in General Education programs brought divergent responses ranging from "excellent" to "impossible".

Generally when requests for assistance from specialists were made, it occurred on a one-to-one basis, rather than through a department. Some teams made little or no demands on specialists. Some teams utilized a variety of assistance from specialist areas. Singled out as particularly helpful to General Education projects were individuals in graphic arts, drafting technology, wood technology, home economics, art, men's physical education. This is not necessarily intended to imply that other areas were less cooperative. It may be simply that cooperation was not feasible or possible at the time.

The general opinion was that there should be a greater degree of interaction between the specialist areas and General Education teams for the unique contributions that specialists can offer for the improvement of the entire school program. It appeared that these questions might be looked at by General Education teams:

a. What is the best way to achieve cooperation between General Education teams and specialists?
b. Should specialists be assigned on a part-time basis to General Education teams?
c. Should specialists be selected on the basis of possible partnership in the General Education program?
d. Is it realistic in terms of schedule demands and class load to expect specialists to be able to participate meaningfully in General Education projects.
e. What are some methods of closing the so called "real or imagined" communications gap between the areas?

A Problem: Use of Media Center.

If there was any area in which there appeared to be general agreement, it was the feeling that the cooperation and service rendered to the General Education program by the Media Center was generally excellent. Again as in other areas, the extensiveness of use seemed to correlate with the more experienced and long-lived teams. This was particularly true of large scale simulations. The most often mentioned useful contributions by media were:

a. Lifting and replay of network programs of merit.
b. Recording of simulation experiences and replay of same.
c. Replaying of video tapes to several small groups simultaneously.
d. Extensive use of films, filmstrips, and other visuals.
e. Use of graphic artist productions.

Taking into account the difficulty that equipment was not ready to go at the start of year, service and use appeared to accelerate as equipment became usable. Some teachers expressed some concern at not being able to use media to a greater extent and indicated lack of efficient team planning as the reason.

In view of the fact that seven teams will be operating during the second year, it seems likely that demands on use of media will be greater, so:

a. What method of scheduling services and equipment would be most efficient?
b. Would it be desirable for teams to have certain basic equipment assigned to it, e.g., sound film projector, overhead projector, record player, tape recorder, slide projector, and these stored in the area of use?
c. Can media center personnel be included in team planning of a particular unit where there would be extensive use of the service?

General Education Experiences That Seemed Successful

Some teams had success with role playing in Large Groups. Teacher participation in the role play and interaction with students in Large Groups was thought to be of real value. With other teams role playing was thought too difficult in Large Groups and confined to medium or small groups.

Simulations in Large Groups worked well with several teams. Use of **television** media was thought to be an important stimulus to wider student participation.

Frequent field trips out of the building to downtown Portland and in the Adams' community for such things as surveys, was thought by some teams to be a valuable way to utilize community resources in the General Education curriculum.

Good full feature films in large groups, such as Raisin in the Sun, The Pawnbroker, and Lord of the Flies with good follow-up discussion was deemed valuable for several teams.

Utilization of the full range of skills and abilities of team members, allowing for a rich variety of input, was valuable to the team and the students.

Use of student journals was a successful function with several teams. Instant feedback from the student, reactions to a particular presentation, student feelings about a particular experience allowed for immediate corrections or revisions of team planning. It was also felt to be a more personal line of communication between student and teacher.

The inclusion of students in team planning sessions worked very well with some teams. This gave some students a sense of participation in curriculum content decisions and methods of operation. It also provided teams with valuable input from the students point of view as to how well or poor a particular presentation was executed. It also helped to increase trust and rapport between teachers and students.

Some Areas Reported to Need Further Development

Teams need teachers from diverse academic backgrounds, able to reach out of their specialties and generate inquiry in a broad spectrum of areas.

Team members must share a sense of commitment concerning ideas, content and methodology of the General Education program.

Trust and sense of humor are thought to be important to successful teaming. Some consensus in philosophy and ideology without hindering the creativity and individuality of the individuals was stated to be important to team success.

Some teachers felt frustrated because they wanted to team teach and have a large group experience but could not because the composition of the team did not permit it.

Conclusion:

This summary is an attempt to raise some questions about the events, both good and bad, of General Education during the past year. Because the four houses were given a large degree of autonomy in mode of operation, the results of this observation shows many differences in the way groups operate. The issues raised provide a starting point for continuing improvement of our General Education program.

ATTITUDES OF ADAMS STUDENTS TOWARD THE SCHOOL: THE SCHOOL ENVIRONMENT

One of the major hypotheses which guided much of the planning and operation of Adams High School from the very beginning was the belief that until there were major changes in the nature of the environment of a school, tinkering with what happened inside a classroom could not have much effect. We believed that in terms of relative impact, a student is certain to be much more powerfully influenced by the way the institution forces him to behave, by the way it treats him, than he is by the particular "instructional" experiences which happen within the classrooms.

After the disorganization and disorder of the first few days had abated, it was clear that the atmosphere at Adams was different, quite markedly so. Students were mobile, active, often noisy. Informal groups of teachers and students could be seen talking intensely in the halls at all times. While uncontrolled or destructive behavior was quite rare, the freedom, the movement, the bustle was not what one ordinarily associated with schools.

The key question became, was the new environment an educationally sound one, an improvement over the traditional school environment, or was it merely different? A key component of such an assessment was the attitudes, the self-reports, of the students in the school. We had written objectives which identified changes in student attitudes which would be indicative of a healthier educational atmosphere. A systematic attempt to ascertain students' attitudes toward the school was in order.

Interviews were selected as the instrument most likely to yield the richest information. Questions were developed to tap attitudes in certain key areas: student-teacher interpersonal relationships; race-relationships; involvement in curriculum; parents' attitudes toward school; attitudes toward rules and freedom; and attitudes toward the house system.

One hundred students were selected at random. Sixty interviews were conducted by twelve staff members -- five interviews apiece. Subjects were assigned to interviewers randomly, except that no student was interviewed by a staff member from his house. This was done to minimize any fears a student might have in being completely frank.

Sixty interviews were conducted: twenty were individual interviews; twenty were in randomly combined groups of three students; and twenty were in friendship groups: the original student and two friends he selected. In this way the sixty interviews reached 140 students -- 100 from the original sample and the forty chosen friends. The group interview was used in the hope that the chance for students to argue and discuss their points of view during the interview, and to contribute to each other's answers, might produce more interesting and complex answers and tend to reduce the influence of the interviewer. Interviews took from forty minutes to something over an hour. A total of 133 students were actually interviewed during the month of December, 1969.

Summary of the December Interviews

The data from the interviews were coded and tabulated. However, for the purposes of presenting this set of data, a summary narrative appears most appropriate.

The general impression was that in terms of affective climate, Adams had made great strides in humanizing the school. Certainly the students at Adams felt the sense of community. They talked about the spirit, the atmosphere, the variety of the school life. They were enthusiastic about the school community -- they defended the school against criticism from outside, were infuriated at unfavorable publicity, and thought that students in other schools envied them.

They talked of their teachers a great deal. Over and over, they used glowing words to describe the quality of their relationships with teachers. They were acutely aware of the real possibilities for intimate friendships between themselves and teachers, and almost all had embraced the chance to "really" know teachers with delight and a bit of incredulity.

Some were feeling pressure from home about the school -- their parents didn't think they were learning enough, or that they were not really doing enough work. Except insofar as conflict at home or troubles with neighboring shopkeepers may have caused our students discomfort, however (there is some evidence that it did), this was not of great concern to them. Many expressed the idea that if outsiders would just keep away, everything would be fine -- or almost everything. The usual configuration of parents and teachers in league against adolescents had, to a large extent, been transformed to one in which adolescents and teachers were aligned against parents.

They talked of freedom a great deal. They used the word in describing their relations with teachers, and they used it in explaining why it was easy for them to make friends among other students. They talked of freedom in describing classes, too, and the choices given them there, their freedom to pursue their own interests, and the ways they spent their unassigned time.

Most said they liked the freedom, but for others it was a mixed blessing. Sometimes it seemed more like confusion and license than freedom. "Other students" behaved badly, wasted their time, got into fights. Some were worried about the credentials, and requirements, the sequences, the facts. To be sure, their teachers were patient and willing to help them, to listen to them, to be friends with them -- but were they demanding what the students would have to master in order to complete a "proper" high school education? That kind of freedom, the freedom from imposed work pressure, made some worry about what their chances would be if they wanted to go to college.

A great deal more anxiety might have been expected concerning the relaxed atmosphere and the placement of responsibility for learning on the student than our respondents told us about. And what anxiety was there seemed balanced by the exultation that some other students revealed at being permitted to think for themselves. It required little to infer that it was the intimate relationships with teachers that enabled many students to tolerate and even thrive in the face of so much ambiguity. Many did fail in their first attempts to face responsibility; many still had not completely faced it, but the teachers kept their part of the bargain. They were still delighted to help them take responsibility and were still refusing to take it for them. Throughout these difficulties, the teachers seemed to offer warm support, friendship, and perhaps confidence, and this seemed to have been the key factor in student survival.

In many schools, rigid rules and authoritarian teachers are identified by students as being what's wrong with the institution. The Adams students, however, tended to blame each other. Certainly there were things **wrong** with the school --some classes were boring, the student senate wasn't doing anything, the halls were noisy, belongings were stolen, the lunchroom was hectic, things weren't organized -- but it was students who caused these problems.

It seemed safe to suggest that the norms of the school were more ambiguous, less predictable, less rigid, and less authoritarian than students were accustomed to, and that because of this, relationships among students had likely altered. After all, student discipline problems are not usually the concern of students, except insofar as they, as individuals, are involved. A school official is responsible: it's his concern. Concern was clearly shared at Adams; given this, it was not surprising that many students mentioned discipline problems. To a far greater extent than in other schools, the educational tasks of the faculty in such a school would include helping students assume new attitudes and responsibilities toward adults and each other.

Was the school climate better for this? One way to look at the situation was that students were beginning to assume responsibility for what happened in classes, in the school as a whole. Such an experience could be highly educational, as students learned about self-government, regulation of the community, self-exploration through the process of grappling with those issues in the school. Another way to look at it, however, was that location of blame had merely shifted, from the adults to other students. Responsibility for school ills still lay elsewhere, only the elsewhere had become other students.

We weren't certain which interpretation carried the most truth. Probably both interpretations were correct. The school was different. Students were learning to accept responsibility, to grapple with critical issues of the school. They just had a ways to go.

However, the issue of student behavior was closely linked to race relations. White students expressed many concerns about the behavior of black students, and the way in which teachers dealt with them. More distressing, many white students expressed discouragement over black students' behavior. They didn't see that anything could be done about it, and certainly they didn't see that anything they were doing might cause it. Black students agreed that black students were unruly, but thought it was to some extent in response to white prejudice.

It seemed possible that a permissive institution exacerbated conflict among students, encouraged scapegoating, and fostered racial stereotyping. The picture was one of discouragement, fear and moral superiority on the part of whites; fear of being rebuffed, defensive arrogance, and aggressivity on the part of blacks. Between the two groups, there was almost no communication about that particular problem.

Overall, the data obtained through the interviews was extremely valuable, not so much in revealing what problems existed, but in showing how the students felt about them, and how extensive they judged them to be. For example, we knew that many parents were unhappy about aspects of the school; we discovered that in the judgment of the students, the number was smaller than we would have guessed, and the students did not seem very disturbed by it. (That is not to say that no problem existed, of course.) We knew that teachers were doing a good job in getting to know the students; we found out that they were doing much more than that -- they were making the real difference, as far as the students were concerned. We knew that we had behavior problems, especially among the black students; we found out that many students were deeply concerned about these problems and saw them not only as a threat to themselves, but to the future of the school. We also discovered that these concerns were extremely difficult for them to discuss in mixed groups.

The May Attitude Survey

All in all the data from the December interviews were exciting. The question became, could Adams continue to move in the direction of improving the positive attitudes, or were they merely a result of the new school and new environment, and would rapidly diminish.

In May, 1970, students' attitudes toward the school were again sought. At this time the interviews, in essentially the same form as had been previously administered, were given again, this time to a random sample of 40 students. A questionnaire developed from responses given in the December interviews was given to an additional random sample of 130 students.

In the questionnaire students were presented with 71 statements about the school (drawn from responses made in the December interviews). Each statement was followed by a five-point rating scale, with a pair of adjectives describing the poles of the rating scale. Three adjective pairs were used depending on the nature of the statement: Always.....Never; True.....False; and Agree.....Disagree.

Three examples taken from the questionnaire will illustrate the format:

1. Black students and white students feel relaxed about participating in class discussions together.

   Always____: ____: ____: ____: ____Never Don't know____

2. Compared to last year, I am learning more this year.

   Agree____: ____: ____: ____: ____Disagree Don't know____

3. My parents think Adams is a good school.

   True____: ____: ____: ____: ____False Don't know____

The questions in the instrument dealt with six areas:

1. Relationships between teachers and students
2. Attitudes toward the house system and house membership
3. Race relationships: between teachers and students, among students, between various racial groups and the curriculum of the school
4. The curriculum
5. Rules and freedom
6. Parents' opinions of the school

In each of these areas Adams High School had a set of defined objectives about how the students should be reacting, and using these objectives, a correct or desired answer was determined for each question. For the most part this was not a difficult determination: responses were considered positive if a student, for example, indicated that he liked rather than disliked his teachers, or thought that he had learned much rather than little, or that he thought his parents were favorable toward the school; responses were considered negative if a student indicated, for example, that he thought racial problems were severe, or that the curriculum was inadequate, or that more direction from teachers was needed. The actual statements to which the students responded were varied so that some were phrased in the positive, and some in the negative, as, for example,

55. I have learned a lot from class discussion.

True____: ____: ____: ____: ____False Don't know____

56. I'm not learning as much as I would be in another school.

Agree____: ____: ____: ____: ____Disagree Don't know____

Responses were recorded by assigning a value to each answer of each question; these values were then averaged to arrive at a group score for every question. A response indicating the strongest possible agreement with the statement would be scored "1" and so on through "5", which would indicate the strongest possible disagreement with the statement. The following response, for example, would be scored "3":

32. Blacks are afraid of whites.

True____: ____: _X_: ____: ____False Don't know____

A "don't know" response was not scored, and was not averaged into the total number of responses to that question. Therefore, the number of respondents varies somewhat from question to question.

For the purposes of this report all scores have been transformed so that a score of 1.00 is the most negative opinion possible, and a 5.00 is the most positive. In all of the following tables, the higher the score, the more favorable the attitude or response.

We discuss below the data gathered during May, and compare it to the December data. Because the area of race relations appeared so important in the December data, we have analyzed the data in two ways: in terms of the total sample, and in terms of the differences in attitudes of black and white students. One set of questions dealt specifically with race relations, and will be considered first.

Since parent opinions are discussed in a separate section, and Houses have been abolished for the coming year, these two sections of data from the questionnaire have been deleted from this report.

Attitudes Toward Race Relations

A number of the questions on both the interviews and the questionnaire dealt directly with race-relations among students. We will deal with the interview data first, comparing the May results to the December results; then with the May questionnaire; and finally we will attempt to make some general conclusions about the changes in race-relations from December to May.

Comparison of the Interview Data--December to May

The responses to the interview question, "What are the main problems between the black students and white students here?" were categorized into four groups:

No problem, very little: All responses placed here indicated that the respondent had seen very little or no evidence of racial problems, or that he regarded racial problems as insignificant.

Blacks at fault: All responses which indicated that black students caused whatever problems there were belonged in this category.

Whites at fault: All responses which pointed to the white students' behavior or attitudes as responsible for racial problems were placed here.

Both sides responsible: Responses in this category were those which attributed any problem to mutual prejudice, unfamiliarity with each other's backgrounds or life styles, or mutual hostility.

Question: What are the main problems between the black students and the white students here?

	December Interview (n = 143)	May Interview (n = 40)
No problem, very little	26%	35%
Blacks at fault	36%	20%
Whites at fault	6%	12%
Both sides responsible	32%	33%

Perhaps the most significant finding revealed by these tables is that a substantial number of students in December, as well as in May, did not perceive any racial problems in the school. While there was reason to be somewhat skeptical of these reports in December, because outbreaks of conflict between whites and blacks had occurred, the fact that the numbers of students who perceived racial problems as insignificant or nonexistent increased by May tends to lend credibility to the first figure.

A decided shift away from blaming black students for racial problems took place by spring. This suggests that students began to have different insights as to the causes of racial problems, and in particular, to perceive that whites carried some responsibility as well.

When for the same question the responses of white students are separated from those of black students, some additional insights are possible:

Question: What are the main problems between the black students and white students here?

December Interview

	White responses (n = 120)	Black responses (n = 23)
No problem, very little	22%	44%
Blacks at fault	40%	20%
Whites at fault	3%	16%
Both sides responsible	35%	20%

May Interview

	White responses (n = 25)	Black responses (n = 15)
No problem, very little	32%	40%
Blacks at fault	28%	7%
Whites at fault	12%	13%
Both sides responsible	28%	40%

In December, more black students than whites judged that problems were insignificant; in May, black students maintained their view, while the perceptions of white students moved considerably closer to the blacks'. By May it appears that racial problems were seen as relatively mild by both black and white students, and white students had become much less alarmed about race relations than they previously had been.

In May, as in December, white students tended to blame black students more than whites for existing problems, but the percentage dropped substantially, while more blame tended to be shifted to white students. Interestingly, black students also named blacks as responsible for racial problems less in May than they had in December, but there appeared no corresponding trend toward blaming whites; rather, they placed responsibility on both groups equally.

A comparison of students' responses in December with those given in May seems to reveal a healthy trend: not only did students as a whole (and white students particularly) judge that racial problems were reduced during the year, but responsibility for problems which did exist was no longer placed so heavily upon the shoulders of one group--the blacks. This trend toward the acceptance of mutual responsibility for friction and misunderstanding, rather than the scapegoating of one group, suggests that racial polarization diminished over the year.

May Questionnaire Data

Responses to questions in the May questionnaire which concerned students' perceptions of race relations can be examined in two ways. It is important to know the extent to which all students agreed or disagreed with the statements presented, and also the extent to which black students and white students held different views of each question.

We would expect, for example, given the responses to the interview question just analyzed (What are the main problems between the black and the white students here?), to find that both black and white students would hold similar views of the questionnaire statement, "Black and white students at Adams are as far as ever from getting along." That is, both groups would disagree with it.

To look first at the data for the entire sample, the mean scores for each of the fourteen items appear as follows:

Rank Order of Questions from High to Low
Based on Mean Scores of All Students

Question		Mean Score
13.	Racial problems are more serious at Adams than at other integrated schools in Portland	4.4
50.	I can honestly say that I don't particularly want friends of another race	4.3
32.	Blacks are afraid of whites	4.1
9.	Black and white students at Adams are as far as ever from getting along	3.7
21.	Whites don't want to include black students in school activities	3.6
*28.	I feel truly close to at least one other Adams student who is a member of a different race from my own	3.6

Question		Mean Score
15.	Black students don't want to include white students in school activities	3.5
30.	White students blame black students for everything that's wrong with the school	3.5
33.	I feel that if I expressed my true feelings about the other race, I would be in for trouble	3.5
10.	Most black students don't seem interested in classes	3.4
4.	Most white students don't seem interested in classes	3.3
* 1.	Black students and white students feel relaxed about participating in class discussions together	3.0
63.	I feel that black students are expected to make most of the moves toward racial understanding	3.0
37.	Whites are afraid of blacks.	2.9

To interpret this chart properly, it is important to recall that a high score indicates that students had a positive attitude, in terms of the goals of the school. For all save those marked with an asterisk, this meant that students disagreed with the statement as presented.

It was striking that on a five point scale, with 3.0 as the midpoint, students averaged above the midpoint on all except one item. Overall, students indicated highly favorable opinions of the racial situation between students at Adams.

An analysis of some subsets of the questions is more revealing.

If we look only at the questions which deal with race relationships in class, we find that they cluster near the bottom of the list:

Question		Mean Score
10.	Most black students don't seem interested in classes	3.4
4.	Most white students don't seem interested in classes	3.3
* 1.	Black students and white students feel relaxed about participating in class discussions together	3.0

The combined mean is 3.23. This would tend to indicate that any race problem in the school centered around class activities. Neither blacks nor whites seemed particularly interested in class, and integrated classrooms seemed to have had some tension.

If we look just at the statements which dealt with personal feelings about race problems, and rather global racial attitudes, the difference is rather striking:

Question		Mean Score
13.	Racial problems are more serious at Adams than at other integrated schools in Portland	4.4
50.	I can honestly say that I don't particularly want friends of another race	4.3
9.	Black and white students at Adams are as far as ever from getting along	3.7
*28.	I feel truly close to at least one other Adams student who is a member of a different race from my own	3.6
33.	I feel that if I expressed my true feelings about the other race, I would be in for trouble	3.5

Here the combined mean is 3.90. It would appear that in individual attitudes and feelings, race relationships were much less a problem than in specific instances of school interaction. Notice from the original list that it was denied that either group wanted to exclude the other from school activities, and whites apparently shared in the blame for what's wrong with the school. But classroom interaction was a problem.

The two questions dealing with fear provide an interesting analysis:

Question	Mean Score
32. Blacks are afraid of whites	4.1
37. Whites are afraid of blacks	2.9

Apparently, both blacks and whites denied that blacks were afraid. Both blacks and whites saw whites as being much more afraid of blacks. Since fear inhibits honest relationships, these two questions reveal a considerable source of tension which should be addressed.

If the responses of black and white students are separated, the interpretation becomes even more interesting. Both black and white students held similar views of the following:

Question	Diff.	B	W
13. Racial problems are more serious at Adams than at other integrated schools in Portland	.1	4.3	4.4
9. Black and white students at Adams are as far as ever from getting along	.1	3.6	3.7
*28. I feel truly close to at least one other Adams student who is a member of a different race from my own	.1	3.7	3.6

Question	Diff.	B	W
33. I feel that if I expressed my true feelings about the other race, I would be in for trouble	.2	3.7	3.5
63. I feel that black students are expected to make most of the moves toward racial understanding	.2	2.9	3.1
* 1. Black students and white students feel relaxed about participating in class discussions together	.3	3.2	2.9

In sum they agreed race problems were much less serious at Adams than at other schools, that black and white students were closer to getting along, that they did have close friends from the other race, and that there was sufficient honesty so that they could express their true feelings without fear. They both felt that blacks were asked to do their share toward promoting racial understanding, but not more than their share. They also admitted their lack of comfort at participation together in class activities, whites being somewhat more uneasy than blacks.

Statements showing disagreement are more revealing. The fear issue, for instance, takes the following form:

Question	Diff.	B	W
32. Blacks are afraid of whites	.4	4.4	4.0
37. Whites are afraid of blacks	.6	2.4	3.0

Blacks absolutely denied they were afraid of whites. Whites tended to agree that they were not. Blacks saw whites as being afraid of them. Whites did not deny it.

The issue of interest in classes is equally intriguing:

Question	Diff.	B	W
41. Most black students don't seem interested in classes	.4	3.5	3.1
10. Most white students don't seem interested in classes	1.0	2.6	3.6

Both races claimed to be interested in classes, at least somewhat. In each case the other race tended to deny that claim: black students, in particular, denied that whites were nearly as interested in classes as they maintained.

On the issue of inclusion in student activities, the same split appeared:

Question	Diff.	B	W
15. Black students don't want to include white students in school activities	.7	4.0	3.3
21. Whites don't want to include black students in school activities	.7	3.1	3.8

Blacks denied they wanted to exclude whites, but whites weren't so sure of this.

Whites denied they wanted to exclude blacks, and likewise, blacks were skeptical.

Finally, blacks felt very strongly that whites blamed them for everything that went wrong:

Question	Diff.	B	W
30. White students blame black students for everything that's wrong with the school	1.3	2.4	3.7

Blacks felt they were scapegoates, but whites didn't agree. This particular difference in perception is so large as to call for some definite action to reduce the gap.

As with the interview data, the questionnare data tended to confirm that by the end of the school year, racial tension was less serious. The particular areas of race tension seemed to be classes and school activities. It would appear, then, that as of last spring, students felt the most racial tension and conflict not in informal relations, but in the classroom, and in organized school activities. Some other factors aside from racial prejudice *per se* seemed to be operating here, as the other categories of questionnaire data reveal, and they should be considered in conjunction with these findings.

Attitude toward the Student-Teacher Relationship

Comparison of Interview Data--December to May

The relationship with teachers was seen as the distinctive characteristic by more students in December than in May:

Question: Adams was planned to be different from other schools. Do you think it is different? In what way?

	December Interview All (n = 133)	Black (n = 23)	White (n = 10)
Relationship with teachers	22%	22%	22%

	May Interview All (n = 40)	Black (n = 15)	White (n = 25)
Relationship with teachers	7½%	4%	13½%

While it appears that relationships with teachers became less important in the eyes of students as the factor distinguishing Adams from other schools, these relationships seem to have remained very positive:

Question: Adams was planned to be different from other schools. Do you think it is different? In what way? Is it a difference you like?

	December Interview All (n = 29)
Yes I like it	90%

	May Interview All (n = 3)
Yes I like it	100%

Though the number of respondents was too small to allow any conclusion to be drawn in May, a comparison with statements on the May Questionnaire to which all students responded very positively ("The relationship between students and teachers at Adams is better than at most schools," "I know at least some of my teachers quite well as people") supports the idea that relations between students and teachers were judged by students as being very good.

There were indications that, for students as a whole, race relations were not a particular problem between students and teachers, both in December and May:

Question: (What are the main problems between) white teachers and black students? Vice versa?

	December Interview All (n = 133)	May Interview All (n = 40)
No problem exists	59%	60%
White teachers treat blacks differentially	20%	22½%
Black students are hard to handle	9%	17½%
Don't know, no response	12%	0%

When these responses are looked at by race, however, a shift in attitude becomes apparent.

Question: (What are the main problems between) white teachers and black students? Vice versa?

December Interview

	Black (n = 23)	White (n = 110)
No problem exists	83%	53%
White teachers treat blacks differentially	0%	23%
Black students are hard to handle	17%	9%
Don't know, no response		15%

May Interview

	Black (n = 15)	White (n = 25)
No problem exists	60%	60%
White teachers treat blacks differentially	40%	12%
Black students are hard to handle	0%	28%

Black students were considerably less satisfied with relationships with white teachers in May than they had been earlier; they no longer blamed themselves for these difficulties, but had come to think that the responsibility for discord was completely the teacher's. White students, on the other hand, were less critical of teachers' treatment of black students, and more critical of the students than they had been previously. Both these patterns may indicate that white teachers grew more firm with black students as the year progressed, and that white students tended to approve and blacks disapprove of the change. Another possible interpretation is that some white teachers behaved in prejudiced ways toward black students, but that most white students did not recognize this, or even approved of it. Perhaps other data on race relations between students would tend to support the former notion rather than the latter; whites seemed to be somewhat afraid of black students, and might feel considerably more comfortable in a class where the teacher exercised firm controls.

One other question in the May interviews (in the section on attitudes toward curriculum) revealed some difficulties between black students and white teachers: of the students who said that they had had a class which was more or less worthless, 32% of white students, but only 9% of black students, tried to talk to their teachers about it.

May Questionnaire Data

Students had strong positive attitudes in their responses to the following:

Question	Mean Score
*34. The relationship between students and teachers at Adams is better than at most schools	4.4
*39. I know at least some of my teachers quite well as people	4.1
51. I dislike calling teachers by their first names	4.1
58. The teachers seem to get along better with black students than with white students.	4.0
49. Teachers ignore the way white students disrupt the class	3.9
69. Too many teachers let white students get away with murder	3.8
*70. I admire and look up to my teachers	3.7

Students as a whole seemed to have formed good relationships with teachers; not only did they think that relationships between students and teachers were better here than at other schools, but they had formed personal friendships with them. They admired their teachers, as well as liking them. Students as a whole appeared to be saying that teachers did not favor students from one race over another: while teachers did not get along better with black students, neither did they seem to allow white students to break rules, or to disrupt the class.

However, when these statements are examined from the point of view of difference in attitude between black and white students, quite another picture emerges. There was substantial agreement on four statements, but substantial disagreement on three:

Question		Diff	B	W
*34.	The relationship between students and teachers at Adams is better than at most schools	.1	4.4	4.5
*39.	I know at least some of my teachers quite well as people	.1	4.2	4.1
*70.	I admire and look up to my teachers	.3	3.4	3.7
51.	I dislike calling teachers by their first names	.3	3.4	3.7
58.	The teachers seem to get along better with black students than with white students	.6	3.5	4.1
69.	Too many teachers let white students get away with murder	.6	3.4	4.0
49.	Teachers ignore the way white students disrupt the class	1.4	2.8	4.2

Those statements which did not refer to race relations, and which dealt with views of the student-teacher relationship as a whole, or with the feelings of the individual respondents, were very similar for both black and white students. Both groups apparently did feel quite fond of their teachers. However, neither group had the same view of how teachers treated them. Whites felt that they were not allowed infractions in the classroom, but blacks were not so sure. Whites, however, did not think that teachers got along better with blacks; neither did black students, but not as strongly. A possible interpretation of these apparently rather contradictory findings is that white students had stronger opinions that teachers were fair in their treatment of all students; that is, that they felt, by and large, that teachers were handling classroom situations with justice. Black students, though, seemed less secure, less in agreement with the ways teachers handled students. (Compare these findings with the relative uncriticalness of white students in responses to the interview question dealing with teacher-student race relations.) It should be remembered that the proportion of black teachers in the school is small; students, then, were mainly discussing behavior of white teachers.

Students as a whole indicated somewhat less positive attitudes to the following cluster of statements:

Question	Mean Score
64. Many teachers are too radical in their views	3.5
43. The teachers expect more achievement from the white students than from black students	3.4
61. Too many teachers let black students get away with murder	3.4

When these questions are analyzed in terms of differences in attitudes of black and white students, the same pattern emerges:

Question	Diff	B	W
64. Many teachers are too radical in their views	.4	3.2	3.6
43. The teachers expect more achievement from white students than from black students	.7	2.9	3.6
61. Too many teachers let black students get away with murder	1.4	4.5	3.1

Again, those statements which deal with how teachers treat students of one race or the other caused substantial disagreement between white and black students. However, black students showed no uncertainty about how they themselves were disciplined: they denied very strongly that teachers tolerated their misbehavior, while white students tended to think so. Black students did apparently feel that even though they were not allowed to misbehave in class, not as much was expected of them academically. It is possible that again, blacks did not feel as sure about what was axpected, or as confident that teachers were seeing them as equal to whites. The strength which they denied preferential treatment would tend to indicate that, if anything, they felt discriminated against as far as teacher expectations for behavior were concerned.

Summary and Conclusions

The relationships between students and teachers were certainly one of the strongest aspects of the school. Teachers were perceived as helpful, trusting of students, and generally well liked. The few difficulties that seemed to exist between teachers and students seemed to be related to race--students of both races tended to think that teachers may have treated the other race preferentially, and black students seemed slightly less approving of teachers than whites. It should be remembered, however, that even where disagreements existed, all students, both black and white, gave much indication that their relationships with teachers were close and rewarding. The majority of all students, both black and white, felt that no race-related problems existed between students and teachers.

Attitudes Toward Curriculum

Interviews -- Comparison of the Data -- December to May

The major change in attitudes about curriculum over the year as revealed by the interviews was that the curriculum was simply thought about more as the year progressed. In December, for example, very few students mentioned "General Education" or "different approach to teaching" or the like when asked what made Adams different from other schools; that number had doubled by May:

Question: Adams was planned to be different from other schools. Do you think it's different? In what way?

Percentage responding "General Education" or "curriculum"

	All (n=133)	Black (n=23)	White (n=110)
December	10%	11%	4%
May	22½%(n=40)	16%(n=15)	33%(n=25)

While more students in May were aware of the curriculum as being an innovative aspect of the school, this did not mean that they liked that difference more than they had. On the contrary, student opinion of General Education was lower in May than it had been in December:

Question: Adams was planned to be different from other schools. Do you think it's different? In what way? Is it a difference you like?

December Interview
Percentage of responses out of those who mentioned "General Education" as being different.

	All (n=13)	Black (n=1)	White (n=12)
Liked difference	92%	100%	92%
Did not like difference	8%	0%	8%
Mixed view	0%	0%	0%

May Interview

	All (n=21	Black (n=8	White (n=13)
Liked difference	52%	50%	54%
Did not like difference	29%	25%	31%
Mixed view	19%	25%	15%

Almost all respondents who mentioned General Education in December said they like it; by May, that number had dropped to about half. Black students seemed to have stronger negative feelings, since 20% of them said emphatically that they didn't like it, while whites had mixed views--they found some weaknesses, but some strengths, too.

The May interview included some questions which did not appear in the December interview, so no direct comparison is possible. However, responses to these questions show that many students had complaints about the curriculum:

Question: Looking forward to next year, how can the school help you better?

May Interview, all responses (n=49)

Suggestions about improving curriculum (more facts, organized classes, more work required, etc.)	57%
No way, it's fine as it is	20%
More discipline	14%
Other	9%

Question: Have you had any classes which have been more or less worthless to you?

May Interview, All Students

	All (n=40)	Black (n=15)	White (n=25)
Yes	75%	74%	76%
No	25%	26%	24%

Question: Why?

Percentage of those who responded "Yes" to previous question

	All (n=30)	Black (n=11)	White (n=19)
Didn't learn; material or class organization at fault	63%	54%	69%
Teacher at fault	20%	35%	11%
My own fault	10%	10%	11%
Other	7%	1%	9%

Question: What did you try to do about it?

Percentage of those who responded "Yes" to Question 14

	All (n=30)	Black (n=11)	White (n=19)
Talked to teacher about it	27%	10%	30%
Nothing	27%	36%	21%
Talked to counselor	13%	27%	5%
Quit attending	13%	10%	15%
Other (variety of responses)	20%	17%	29%

Here rather interesting results are shown: white students tended to think that a class was worthless because of content rather than because of the teacher more than did blacks, and were more willing to talk to the teacher about their dissatisfaction than were blacks. Dislike or disapproval of A person is naturally harder to talk about than the more neutral subject of course content--if black students found more to dislike in the teachers themselves than did whites, it would follow that they would be less likely to discuss it with the teachers.

The May Questionnaire

Responses to questions dealing with curriculum in the May Questionnaire could be clustered into these areas in which students were very satisfied, areas in which they were less satisfied, and areas in which they felt neutral or negative. On the whole, attitudes toward the curriculum were quite positive; only one statement elicited a response that showed Adams was really deficient in that regard. The responses will be presented in those clusters, as they were given by all students. Then the questions will be re-examined from the point of view of differences between black and white students.

May Questionnaire: Questions relating to the curriculum

Those Questions on Which Students Indicated Adams was Doing Best

Questions	Mean Score
54. The teachers are usually glad to help me with my work	4.3
62. My teachers expect me to put forth my best efforts in my studies	4.3
47. My teachers respect my parents' opinions about my education	4.1
20. The teachers care if I come to class or not	4.0
6. I learn more when I'm not pressured	3.9
55. I have learned a lot from class discussions	3.9
71. The teachers at Adams don't force me to learn	3.9
14. I enjoy working independently on my own projects	3.7
25. My teachers are usually well prepared for their classes	3.7
31. In class, I am interested most of the time	3.7

These questions dealt mainly with the role of the teacher in the curriculum, and three touched upon the aspect of individual learning. without great pressure (# 6, 71 and 14). The students were extraordinarily satisfied with their teachers, and this should not surprise us, as attitudes toward teachers have been shown to be consistently favorable, both in December and May. Students felt that teachers cared about them, expected much of them, were willing to help them, and respected their parents' views, all without forcing or pressuring them. Evidently students felt a spirit of helpfulness and cooperation from teachers, which provided a learning atmosphere which was free from pressure or force, and students liked these aspects very much. Classes were seen to be interesting, and class discussion informative. These responses reveal a remarkable accomplishment on the part of the staff.

May Questionnaire: Questions Relating to the Curriculum

Those Questions on Which Students Indicated Adams Was Doing Only Moderately Well

Question		Mean Score
46.	Complaining to my teachers about the classes doesn't do any good	3.6
57.	I'm not learning as much as I would be in another school	3.6
2.	Compared to last year I am learning more this year	3.4
68.	I have doubts about being well prepared for college or a job after graduation from John Adams	3.4

Responses to these statements, are somewhat less enthusiastic than the first set, but it should be remembered that they are still quite positive. Some of the worries about learning enough that were apparent in interview responses can be seen here, too; the freedom from pressure perhaps had its costs, in making students feel that they weren't learning as much as they might be. Though, again, the score was quite positive, evidently complaining to teachers about the course did not bring as many results as students might have liked. It is possible that too few students tried complaining to teachers for them to gain confidence in this method (as we saw from interview data); such confrontations may not be part of the students' usual expectations of how they should deal with teachers.

May Questionnaire: Questions Relating to the Curriculum

Those Questions on Which Students Indicated Adams Was Doing Least Well

Question		Mean Score
11.	I need more direction from my teachers	3.1
16.	If a class is boring or worthless, I don't attend	3.0
41.	We ought to study the basics more	2.9
38.	When I am bored, I talk to the teacher about how the class might be made better	2.8
35.	I would go to classes more if I weren't so bored when I do go.	2.7
22.	I prefer the kind of class where everyone participates in the same activity.	2.4

Perhaps the complaints that many students would make about the curriculum would have to do with a need for more direction, and more concentration upon basic subjects, since students did seem to feel least positive in these regards. However, it appeared that students dealt with boredom and dissatisfaction with classes by avoiding the class itself, rather than always attempting more constructive approaches. These responses were not incompatible with the fact that students said they found their classes interesting; since many of them evidently used nonattendance as a way to deal with boredom; if they attended the class, they did find it interesting!

The single way in which classes were unsatisfactory was that students preferred the kind of class with a single focus or activity, and in fact many classes at Adams were not organized in that way.

When the questions are examined for differences in attitude between black and white students, it was revealed that, on every statement except one in the first, most positive, cluster, black and white students agreed. The one exception was:

		Difference	Black	White
55.	I have learned a lot from class discussions	.8	3.4	4.2

Though the score for black students was above the midpoint, they were not nearly as enthusiastic about class discussion as a way of learning as white students were.

Of the four questions on which Adams seemed to be doing moderately well, black and white students disagreed moderately on two, and substantially on the other two:

		Difference	Black	White
57.	I'm not learning as much as I would be in another school	.3	3.3	3.6
46.	Complaining to my teachers about the classes doesn't do any good	.4	3.3	3.7
68.	I have doubts about being well prepared for college or a job after graduation from John Adams	.6	2.9	3.5
2.	Compared to last year I am learning more this year	.9	2.7	3.6

Again, the scores clustered around the midpoint of 3.0, but it was evident that black students felt more insecure about what they were learning, about their preparation for college, and about the effectiveness of their complaints to teachers than did white students. The direction was entirely toward blacks being less satisfied with Adams than whites.

On the six questions on which students indicated least satisfaction, black and white students disagreed moderately on four, and substantially on two.

		Difference	Black	White
38.	When I am bored, I talk to the teacher about how the class might be made better	.3	3.0	2.7
11.	I need more direction from my teachers	.4	2.8	3.2
16.	If a class is boring or worthless, I don't attend	.4	2.7	3.1
22.	I prefer the kind of class where everyone participates in the same activity	.4	2.1	2.5
35.	I would go to classes more if I weren't so bored when I do go	.8	2.1	2.9
41.	We ought to study the basics more	1.1	2.0	3.1

More striking than the fact of difference was the direction of those differences. Blacks felt that they needed more teacher direction, that there should be more concentration on the basics, and that more of the classes should have a focal activity in which everyone participated. They decidedly felt that classes were more boring than did whites, and often simply didn't attend. They were perhaps a bit more vocal about their dissatisfaction than were whites, as Question 38 suggests, though interview data revealed that blacks less than whites talked to their teachers when a class was worthless. Black students felt they were less successful in getting a positive response to complaints, however, as their responses to Question 46 show.

In those areas where overall student satisfaction was least, black students were considerably less satisfied than white students. Not only that, they seemed to feel that their attempts to communicate their dissatisfaction had met with little success, and, perhaps in consequence, they tended to resort to flight from class.

Summary of Attitudes Toward the Curriculum

By and large, students seemed to be quite satisfied with the curriculum, particularly with the way that their teachers conducted the classes. However, the major suggestion that students made about how th school could improve was in the strengthening of curriculum, and some concern over the amount that was learned was pervasive, even though not severe.

The school has done a better job with white students, in terms of satisfaction with classes, than it has with black students. The plea for basic subjects and unified classroom activity was strong among black students. Furthermore, black students did not seem as sure as white students that their complaints were heard. A task remains in making black students feel, as much as white students, that the curriculum is relevant to their needs, and that they have a voice in molding curriculum policy.

For all students, there was indication that there is some need to strengthen the intellectual content of the curriculum. The challenge to meet is an intriguing, and almost paradoxical one: the curriculum should be strengthened, particularly in areas of basic skills, and expectations for performance of students should be more stringent, without destroying the relationship that now exists between students and teachers, or greatly increasing the pressure felt by students. The compromise will be delicate; it may not even be attainable. However, effecting it is the task we have set ourselves.

Attitudes Toward Freedom and Responsibility

Comparison of Interview Data -- December to May

In both December and May, the relaxed rules and the freedom allowed Adams students was the most frequently cited factor distinguishing Adams from other schools:

Question: Adams was planned to be different from other schools. Do you think it is different? In what way?

December Interview

	All (n=133)	Black (n=23)	White (n=110)
Freedom	49%	61%	46%

May Interview

	All (n=40)	Black (n=15)	White (n=25)
Freedom	50%	40%	56%

A notable shift in the assessment of freedom as the school's distinctive quality occurred along racial lines. By the end of the year, fewer black students, but more white students, mentioned freedom. (Compare this with Question 45, in the Questionnaire section below, where white students agreed with the statement "Students are trusted more here than at other schools" more than did blacks.) This shift is perhaps linked to differing attitudes toward the school's freedom:

Question: Adams was planned to be different from other schools. Do you think it is different? In what way? Is it a difference you like?

December Interview
Percentage of those responding "freedom"

	All (n=65)	Black (n=14)	White (n=51)
Yes, I like it	85%	86%	84%
No, I don't like it	7½%	14%	6%
Yes and No	7½%	0%	10%

May Interview
Percentage of those responding "freedom"

	All (n=20)	Black (n=6)	White (n=14)
Yes, I like it	66%	33%	79%
No, I don't like it	10%	17%	7%
Yes and No	24%	50%	14%

Evidently black students experienced greater ambivalence about freedom as the year progressed than did white students. Not that black students condemned the freedom altogether; rather, they had come to see both good and bad aspects of freedom. (Again, an interesting comparison can be made with Question 7 below, where white students agreed more than black students that they had learned to handle the freedom Adams gave them.) Perhaps it was because their attitudes toward freedom were more mixed in May than in December, they mentioned it less as making the difference in the school. These responses, conjoined with the black students' increased reference to the curriculum in response to the same question (see the section on attitudes toward curriculum), suggest a possible hypothesis: black students may have experienced a growing concern about their classroom achievement and attributed some of their difficulties there to the freedom they were given. For example, they may have felt that it would have been better for them if they had been forced by the administration to attend classes. (This hypothesis seems to be supported by the fact that black students agreed more than white students with the statement "I think there should be more pressure put on students to get to class", as well as the statements "If my teachers were more strict, I would probably learn more," and "Adams teachers ought to be more strict" in the Questionnaire section below.)

A similar pattern seems to be revealed by responses given on how free time was used:

Question: How do you use your free time?

May Interview

	Black (n=15)	White (n=25)
Reading, studying, visiting a class	52%	60%
Talking, relaxing	40%	16%
Have no free time	0%	12%
Other responses	8%	12%

White students said they used their free time in school work more than blacks did, and less in relaxing. Furthermore, white students, more than blacks, said they had less free time. This represents a real choice on the part of white students, since the normal student load assured some free time for all students--consequently, the 12% of white students with no free time have chosen to take extra classes or other responsibilities to fill up their spare time. It appears that white students have learned to manage their time more productively than black students, either by committing themselves to other activities on a regular basis, or by using their spare time for academic pursuits.

May Questionnaire Data:

Many of the scores on the questions concerning school freedom seem puzzling. The following responses seem to be an endorsement of that freedom.

Question		Mean Score
45.	Students are trusted here more than at other schools	3.9
59.	Students are trusted too much here	3.9
7.	I have learned to handle the freedom Adams gives me	3.8
12.	If my teachers were more strict I would probably learn more	3.7
53.	Adams teachers ought to be more strict	3.6

Apparently, not only did students sense that they enjoyed greater trust than students at other schools, they also displayed a strong positive attitude towards that trust. Further, they felt that they, personally, had become able to cope with their freedom. In line with this, they felt that a greater strictness from their teachers would not help them learn, nor is it in general desirable.

Yet, another set of responses seem to express some fears of freedom.

Question		Mean Score
65.	There are too many kids in the halls here	3.2
42.	There ought to be more order in the school	3.1
67.	Students misuse free time, like spending all their free time in the park	2.9
17.	There is too much freedom at this school for many students to handle	2.8
23.	I think there should be more pressure put on students to get to class	2.8
66.	Students get away with too much, like gambling and smoking.	2.6

Question (continued)	Mean Score
26. Too much freedom was thrown at the students all at once this year	2.6

Students expressed some slight feeling that managing their freedom is a perilous learning experience, and, though they, personally, succeeded, a sizeable portion of their peer group did not. As illustrations of their fellow students' failure to manage their freedom, they conceded that too many kids roamed the halls, misused their time, and broke school rules with impunity. Thus students seemed somewhat inclined to conclude that there should be more order in the school. Their lukewarm endorsement of some forcing of students into the classrooms seems to be an example of this.

Part of the discrepancies between the responses seems due to the differences between the perception of oneself and of others. Equally important, the call for order without strictness and the desire for trust coupled with some fear of freedom suggest that the students were more concerned with the attitudes their authority figures have towards them than with the permissiveness of the institution. Apparently, they thought themselves deserving of trust and wished to be thought of as such, but felt the need for guidance though not of an authoritarian sort. (This hypothesis receives some corroboration from the section on student-teacher relations.)

On those statements which received the most positive responses by students as a whole, black and white students moderately disagreed on four statements and agreed on one:

Question	Diff.	B	W
59. Students are trusted too much here	.1	3.8	3.9
* 7. I have learned to handle the freedom Adams gives me	.5	3.4	3.9

Question (continued)	Diff.	B	W
12. If my teachers were more strict, I would probably learn more	.5	3.3	3.8
53. Adams' teachers ought to be more strict	.5	3.2	3.7
*45. Students are trusted here more than at other schools	.6	3.4	4.0

Consistent with the results of the interview, black students indicated that they had less sense than the white students of receiving more trust at Adams, and also that they, personally, had more difficulty coping with their freedom. Perhaps in consequence they were more inclined than white students to think that greater strictness would be beneficial. Yet, like white students, they didn't think they were trusted too much. Again, this may reflect that, for the student, trust is an attitude based on a belief in a person's goodness (e.g. his honesty) rather than in his maturity and autonomy.

In responses to the questions receiving less positive scores for the students as a whole, black and white students substantially disagreed on two, moderately disagreed on three and agreed on two.

Question	Diff	B	W
67. Students misuse free time, like spending all their free time in the park	.2	2.7	2.9
66. Students get away with too much, like gambling and smoking	.3	2.6	2.9
26. Too much freedom was thrown at the students all at once this year	.4	2.3	2.7
17. There is too much freedom at this school for many students to handle	.5	3.2	2.7
23. I think there should be more pressure put on students to get to class	.5	2.4	2.9

Question (continued)	Diff.	B	W
42. There ought to be more order in the school	.7	2.5	3.2
65. There are too many kids in the halls here	1.1	2.4	3.5

Out of all the questions on freedom the greatest difference in attitude between black and white students had to do with students in the halls. While white students seem not much bothered by it, black students strongly dislike the many students in the halls. Accordingly, black students more strongly urged that students be pressured into their classes. Consistent with this and with the greater support of increased strictness, the black students felt more strongly than white students that there ought to be more order. The interpretation of this data is problematic. It might seem that the black students were more critical of other students' behavior than were white students. However, it is not clear whether the criticism was directed primarily at other students or at themselves. After all, the black students seemed less sure of their own ability to cope with their freedom. And yet, out of these questions, the black students gave their strongest response when they agreed less than the white students that there was too much freedom in the school for many students to handle. All this raises the question of whether black and white students differ in the way their self-perception contrasts with their perception of others. Perhaps this problem can be sidestepped, for it may be that black students were troubled not so much by the amount of freedom as by the lack of clarity of expectations. In any case, obviously the responses indicate a need to try to understand black students' attitudes towards authority and autonomy.

Summary and Conclusions

On the whole, students said that they were relatively comfortable with the lenient rules at Adams. However, the added freedom, especially as it was perceived at the beginning of the year, accompanied by the expectation that students make constructive use of their time, appears to have produced some anxiety, especially among black students. But in view of the strength of the students' responses, their fears regarding school freedom should not be overrated. More important is the problem of not misunderstanding their fears. The students showed a strong positive attitude regarding the trust they receive, and thought that, though it was difficult, they learned to cope with their freedom. Most of the data suggests that their primary fear was that other students could not handle the freedom. However, as a whole, they certainly did not think that greater strictness was a solution. Greater pressure to get students to attend classes and to maintain order was thought desirable, especially among black students.

Some explanations of apparent inconsistencies have been ventured. One possible source of confusion stems from the discrepancies of self-perception versus the perception of others. Another hypothesis is that the trust students seek implies a certain attitude in the teacher but not a policy of non-interference. It was also suggested that, particularly with the black students, the anxiety might be due to ambiguity rather than permissiveness--the ways in which students were in fact held accountable may have come as a surprise to some. In this regard, it should perhaps be remarked that the temptation to voice the cliche that black students as a group tend to suffer from lack of "inner controls" should be avoided at all costs. The obvious responsibility that the school must undertake is to seek to understand more clearly just what black students' attitudes toward self-governance are, rather than to make assumptions about their relative inability to cope with it.

STANDARDIZED TEST DATA

Adams High School participated in the regular city-wide testing program during the month of October, administering the TAP battery to ninth and eleventh graders, and the SCAT to tenth graders. The TAP battery produces a set of standardized achievement scores in the areas of Reading, Composition, Mathematics, Science, and Social Studies. The SCAT test is an aptitude test, producing standardized scores categorized as Verbal and Quantitative.

Standardized test scores from a single point in the year are not sufficient. They merely give a reading of the state of the school at that point. For the purpose of comparisons, Adams administered a different standardized test, the California Test of Basic Skills (CTBS), during the month of May. It was necessary to give two different tests because the TAP and SCAT tests only have Portland norms for the fall of the year. Portland norms for the spring were available only on the CTBS.

However, comparing different tests is difficult. The CTBS yields ten separate scores, which can be grouped into four sets: Language, Composition, Mathematics, and Study Skills. After careful discussion with the research director of Area II (the former city-wide test coordinator), we determined that the best comparisons would be between the reading and mathematics sections of the TAP and CTBS, and between the verbal and quantitative section of the SCAT and the reading and mathematics section of the CTBS. There are substantial shortcomings in reporting the data this way, but it is the best that can be done.

The scores are reported in the form of P scores, or standardized scores for Portland, adjusted and transformed so that the mean score is 50, and the standard deviation of the scores is 10. Since the two tests are normed for different times of the year, if the students at Adams are making normal progress, compared to other high schools in the city, the P scores should remain the same.

In discussions with the research director for Area II, it was uncovered that the norms for the CTBS were not good for the city as a whole. The norms were developed based only on the Lincoln High School population, one which is above average for the city as a whole, and above the average of the Adams population. Through some simple mathematical techniques we determined that a correction factor for the Adams scores of approximately three standard score points would make the spring scores theoretically comparable to the fall scores. The charts include this three point correction factor.

In an effort to report the data in some form which could suggest an answer of how Adams did last year in terms of standardized test scores, we selected a sample of the total school population, identified their test scores for the fall and the spring in just those sub-tests for which comparisons seemed at all valid, and calculated an average test score for the sample.

Due to a large variety of reasons Adams High School was unable to gather standardized test data on some of its students. At the time the fall testing was scheduled, the school was only barely settling down from its opening problems. Many students were missed. In the spring of the year there were not enough test materials to give the test entirely at one time and we attempted to give it to smaller groups of students and spread the testing over a month of school. This simply was ineffective.

The problem of collecting standardized test data was further complicated by the value Adams places on freedom and the right of students to make choices about activities which affect them. A number of students in the spring, possibly conditioned by past experiences of test data being used in punitive ways, deliberately refused to take the test. We support their right to make that decision and regard it as our responsibility to demonstrate to them that standardized test data can be of some value to them, as well as to us, in planning an educational experience which is of the greatest possible value to them. Furthermore, to force them to take the test would badly distort the resulting data. A student can very easily subvert a test. We prefer to have fewer students take the tests and be confident about the validity of the scores, than to force students to take the tests and blind ourselves to the gross inaccuracies of much of the data so collected.

The data which we are reporting here is best interpreted as data on students who were willing to take the tests. It represents not so much a statement about the total Adams population, as a statement about the members of the Adams population who are test-takers.

Interestingly, since we started with a random sample in identifying data for this report, we can determine the nature of the population who are test-takers. As might be predicted, they are largely those who take tests well, those with P scores in the 50's and 60's. However, to a very large degree those who take tests very very poorly, those with test scores in the 20's and 30's, also plodded through both sets of tests. It was the low-average group, with scores in the 40's, who, in particular, tended not to take the spring test. To push a point a bit, they likely know that they don't take tests well, and they have a strong enough sense of themselves to act on that knowledge.

THE DATA

Given, then, that the data reported applies only to the portion of the Adams population who were willing to take the tests, the results appear as follows:

MEAN TEST SCORES OF A SAMPLE OF STUDENTS WHO TOOK BOTH FALL AND SPRING STANDARDIZED TESTS

	October	May	
Reading	45.7	46.3	n=35
Mathematics	48.6	48.2	n=32

As can be seen from the chart, no significant differences appeared in the test scores, which would indicate that these students were progressing normally compared to other high school students in Portland.

A further analysis of the data revealed that a majority of the students either maintained their levels of performance or showed some improvement during the year.

FREQUENCY OF STUDENTS SHOWING GAIN OR LOSS IN THE TEST SCORES BETWEEN OCTOBER AND MAY

	Maintained or Improved P-Score	Showed Decline
Reading	58%	42%
Mathematics	60%	40%

Since the sample is representative of the population of test-taking students at Adams, we can generalize to that population. Students who entered Adams with the ability to do well on standardized tests progressed normally and continued to do well. Those who entered doing very poorly tended to continue to do poorly. We do not know about those in-between.

It should be emphasized that standardized tests measure a very limited range of the skills and competencies which students learn in schools. More than a little of the resistance to taking the standardized tests (resulting in the biased sample) was a legitimate feeling that standardized tests were not appropriate for the important objectives of Adams High School. A careful consideration of those objectives (see section I) will confirm this view.

UNOBTRUSIVE DATA:
ATTENDANCE, WITHDRAWALS, VANDALISM, GLASS BREAKAGE, SUSPENSIONS

INTRODUCTION

To gather what students report as their attitudes toward the school is one thing. To infer their attitudes from their actual behavior is another. In an effort to determine actual student attitudes, we attempted to compare the record of Adams to a control group of other schools in such areas as vandalism, glass breakage, attendance, suspensions, and the drop-out rate. Comparisons are particularly difficult because Adams did not have a senior class, and figures are not available in the district categorized by class. Nevertheless, we are reporting our own figures here, with the intent of future comparisons.

THE DATA

Attendance

The official attendance figures for last year show:

	Adams	Control Group Mean
A.D.M. (Average Daily Membership)	1251	1973
A.D.A. (Average Daily Attendance)	1042	1773
Difference: Average Daily Absences	209	203
Percentage Daily Absences	16.7%	10.3%

In terms of overall school attendance Adams appears to have done less well than the control group of schools. These figures are very difficult to interpret because of the vast differences in attendance reporting procedures from school to school, and the differences in the amount of effort put into obtaining an accurate daily count. We hope to be able to make more careful comparisons in future years. We have tightened up considerably the attendance procedures at Adams for 1970-71.

Withdrawals

Category	Adams	Control Group Mean
Transferred to other high schools in the district	111*	54
Left city or state	76	122
Legitimate reasons: work, evening school, medical	85	110
Permanently excused by School Board action	11	40
Expulsions	1	1
Accidental death	1	0
Other	14	83
Totals	299	410

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*This unusually high figure for Adams was caused by a large number of illegally enrolled students who were transferred to the correct school early in the year.

Again, we do not know yet how to interpret these figures since Adams lacked a senior class, and there is no correction of figures for different sizes of enrollments. None of the figures seem particularly unusual or revealing that anything at Adams was out of line, except that a very large number of students attempted to enroll at Adams instead of in their district high school and had to be sent back.

Glass Breakage and Vandalism

Since glass breakage is reported separately from other vandalism, the following chart compares Adams to the control group in both categories:

	Glass Breakage		Vandalism	
	Reported Acts	Cost	Reported Acts	Cost
Adams	7	$ 68.00	79	$2951.03
Control Schools (mean)	30.7	$792.06	46.1	$1778.39

Substantial caution is suggested in interpreting these figures since considerable discretion is allowed by custodians in deciding whether an act was vandalism or an accident. It is well known that many mistakes are made; for example, fallen young trees were reported as acts of vandalism at Adams, when it turned out later that a teacher had observed them being blown over in the wind.

Nevertheless, the figures are interesting. Glass breakage was lower at Adams than at any other high school in the system, at least in terms of replacement cost. In overall vandalism, however, the official figures showed Adams considerably above the control group mean.

The reports of the head custodian and the administrative vice-principal provided an interesting contrast to the official figures. The problem of vandalism at Adams High School was reported as generally "not extensive". There were 79 reported repairs and/or replacements attributed to vandalism. The head custodian and matron listed as most serious the following:

1. Theft of five fire extinguishers
2. Telephone inter-com sets in class rooms: removal of mouth and ear pieces and cut cords
3. Removal of toilet paper dispensers and towel dispenser in lavatories
4. Removal of napkin dispensers in girls' lavatories
5. Removal of ceiling tiles in toilets and some classrooms
6. Removal of sprinkler heads in lawns.

The head custodian noted that there was very little damage to walls, very little defacement, and very little window damage, which is very serious in most schools. He also noted that most of the vandalism occurred very early in the year and thus far this year, there has not been a repetition.

We have no way of explaining the discrepancy between the reports of our custodians and the official figures. We particularly would have liked to look at figures month-by-month to see if indeed most of the damage was done early in the year. We hope to have better data next year. We would like to see better standards established for reporting vandalism throughout the district so that figures between schools are comparable.

Suspensions at Adams

Offense	Total for 1969-1970
* Attendance	70
* Fighting	20
Cutting Classes	18
Assault	18
Gambling	8
Misconduct	6
Auto Violation	5
Smoking in Building	5
Insubordination	1
Total Offenses	151
Total number of different students suspended	100

*The vast majority of the assault/fighting suspensions occurred in the first quarter of the year. In many cases the student was suspended for combinations of different offenses, e.g. gambling/ attendance, cutting/fighting. All were reinstated with the exception of one.

We do not know how this data compares with that of other schools, as such information was not available.

CONCLUSION

In spite of the effort spent in collecting this data, very few useful insights were derived. We do regard such data as attendance, suspensions, and vandalism rates as potentially very useful, but inconsistencies in collecting and reporting the data have made proper interpretations difficult. We hope for better data in the future, and where Adams seemed particularly out of line, we have taken some action for 1970-71.

DATA ON SPECIFIC PROGRAMS

Adams hopes in the future to be able to gather systematic data about each of the different programs in the school. Due to limited personnel and resources, little of this could be done during 1969-1970. However, we were able to gather data on one experimental program, Work Experience. We present that here.

INTRODUCTION

The Work-Experience program, a developmental project, began at Roosevelt High School during the school year of 1968-1969 and was transferred to John Adams during the academic year 1969-1970.

The Work-Experience program was an attempt to provide a different educational environment for the "non-coping" or "marginal" student. These students were identified from the total student population as belonging to one or more of the following categories: economically disadvantaged, physically handicapped, socially dysfunctional, vocationally oriented, and/or behaviorally, a problem. Although these students were not selected by standardized test scores, as a group they possessed a Stanford Achievement mean of the 30th percentile, based on publishers national norms.

Three hundred and twelve students were involved in the W-E program during the school year; 84 of these students eventually dropped from the program; 82 students were hired into the summer program. The highest employment was 146. Of this group 57% were black students, of significance because approximately 25% of the Adams' school population is black.

The Program

The students attended class half-time and worked the remaining half day on the job. This proportion sometimes varied with individual students. Even though some jobs provided training for more responsible positions, in the main the students were paid wages for services rendered. In most cases the W-E director counseled the job applicants before and during job assignments with the goal of making the student more employable and more satisfied with his high school education. This program also included large-group meetings, and overnight field trips chaperoned by a counselor or other youth worker. From three to ten Lewis and Clark College students were available for personal case work with the W-E students through a special cooperative program.

Since most, if not all, of the students involved in W-E never acquired in the classroom, all the social skills that are important to prospective employers, it was hoped that the job experience might foster and nurture these skills. Consequently, the program hoped to find answers to the following questions:

1. Does successful job experience translate into successful school experience as measured by attitudes, quality of work, and attendance?

2. Will significant employment result in behavior modification (acceptance of social skills) that transfers to the school environment?

MEASUREMENT INSTRUMENTS

Teacher Report Card

A random sample of forty W-E students were selected to evaluate attitudes toward teachers. These students were instructed to rate their teachers according to a prepared twelve-item rating scale. While some students rated only one teacher, others rated as many as six. Of the forty students selected, twenty filled out the Teacher Report Card. Where A = 4.0 and F = 0.0, the results were:

Student Attitude Toward Teacher

4.0 to 3.0	13 responses	or 65%
2.9 to 2.0	4 responses	or 20%
1.9 to 0	3 responses	or 15%

Since this population consists largely of "losers" in the typical educational system and those who have had little regard for education or teachers, the absence of a random sample seems less important. It appears to be significant that so large a percentage would regard their relationship with their instructors as favorable.

Employer Questionnaire

Nearly all the employers (in this case 60) were sent opinion forms and 41 of the 60 responded -- approximately 68%. The responses were separated into those who appeared satisfied, and those who did not. The results were:

Satisfaction with program	93%
Dissatisfaction with program	7%

While again the sample was not random, the enormous percentage of satisfied employers would tend to indicate that students on the job were behaving acceptably.

It appeared, then, that some significantly positive attitudes toward teachers were apparent among the W-E students, and that employers were satisfied that the students had the necessary social and technical skills to perform adequately on the job. The issue became, to what degree did W-E account for this, and to what degree was a self-selection process going on.

In an effort to assess this, we selected two samples of students, twenty who entered the W-E program and remained in it the entire school year, and twenty who entered the program but dropped out by mid-year. While these groups are not comparable in any strict sense, a comparison between them of school performance: attendance and grades should suggest some possible answers to whether any of the effects of W-E carry over to the school context.

Attendance and Grade Patterns

	Group A (n=20) Remained in W-E program entire school year	Group B (n=20) Dropped W-E program by mid-year
Increased Attendance	45%	35% 5% remained the same
Decreased Attendance	55%	60%
Credit in Gen-Ed		
Full	40%	35%
Partial	40%	35%
No Credit	20%	30%
Total absence as a group	428 days	704 days

From this data one can infer that the W-E program did make a small difference in the performance of the "marginal" student who stayed with the program. This difference is rather striking, however, when one compares the total days absent for each group. The W-E group at least were absent from school far less. It remains to be seen whether future data will indicate any more significant effects of Work Experience.

STUDENT BEHAVIOR AT HOME: PARENT INTERVIEWS

INTRODUCTION

During the school year much was done to work with parents to explain the nature of the Adams program and to involve them in the activities of the school. Still, it was difficult during the year to gauge the degree of support for, or opposition to, the Adams program. A systematic attempt to determine parent opinion seemed in order.

In addition we were able to observe and evaluate student behavior in the school. We were interested, however, in the degree to which behavior learned in school carried over to non-school situations, particularly the home.

The ideal approach seemed to be to combine these two concerns, to interview parents about Adams by requesting evidence about the changes in the behavior of their children since attending Adams. A set of questions were developed which asked about eight areas of student behavior at home. If the parent reported a change, she was asked to rate the influence Adams had on this change. Interviews were conducted with a random sample of seventy-eight of the parents of Adams students.

The interviews were conducted over the telephone by ten members of the Parent Teacher Student Association of Adams. This was done to minimize bias. The best interviewer of an Adams parent should be another Adams parent.

If the sample were perfectly random, findings which were true of the sample would with high certainty also be true of all of the students of Adams. This sample is biased somewhat. Some parents, very few, refused to answer the questions. Some other families do not have telephones. This was true of two parents in the original sample. Nevertheless, the percentages which are true of the sample have a high likelihood of being true for the total Adams population.

One key point, however, must not be overlooked. We do not have comparative data from another high school. It is possible that any other high school would get roughly the same results if it administered the questionnaire. That will have to wait for future years to determine.

THE FINDINGS

One note: In the following report the listing of the questions to which parents were asked to respond is phrased in the masculine. Obviously, if the child under discussion was feminine, the interviewer used feminine pronouns.

Question 1

Thinking back over this school year, have you noticed any difference in the way your son accepts responsibility? For example, can he carry through on tasks you expect him to do without your having to keep at him? Does he volunteer to do things which he knows need to be done?

Could you describe an incident or example that you think illustrates this change in his ability to accept responsibility?

What effect, if any, do you think Adams had in bringing about these changes in the ability to accept responsibility?

The Responses

		NATURE OF THE CHANGE		
		Better	Worse	Same
EFFECT OF ADAMS ON THE CHANGE	Adams caused	15	8	
	Adams had some effect	5		
	Adams had no effect	1	2	
	Don't know	7	2	—
	TOTAL	28	12	38

The Summary

At first glance it does not seem impressive that only fifty-one percent of the parents interviewed noted a change in the ability of their children to accept responsibility after this past year of

Question 1
The Summary (contd.)

school. Included in the 40 interviews that reported change are children that made positive and negative changes. It is within this group of interviews, the ones that noted some change, that we can see some encouraging comparisons.

First, of those that showed a change in the ability to accept responsibility, 28 showed a positive change and only 12 showed a regression. It is gratifying to note that of the 40 interviews showing change, 70% felt that the program at Adams had in some way helped to bring about the positive change.

It is interesting to note that of the total 78 interviews, only 8 parents felt that Adams had caused a regression in the students' ability to accept responsibility. In other words, over 89% of the parents interviewed felt that Adams had not adversely affected their children. 25% of the parents felt that Adams was specifically responsible for helping their children to grow towards becoming more responsible people.

Question 2

Have any of the things your son has done or said during the past school year given you an idea of what he thinks or feels about himself? And how is this different, if at all, from the way he used to feel about himself? For example: Does he seem more or less satisfied with what he does? Is he happier?

Could you describe an incident or example that you think illustrates a change in how he feels about himself?

What effect, if any, do you think Adams had in bringing about this change in his attitude toward himself?

Question 2 (contd.)

The Responses

		NATURE OF THE CHANGE		
		Better	Worse	Same
EFFECT OF ADAMS ON THE CHANGE	Adams caused	33	5	
	Adams had some effect	6	2	
	Adams had no effect		1	
	Don't know	10	3	—
	TOTAL	49	11	18

The Summary

Several comparisons are possible here. First, the total number who changed (either for the better or for worse) vastly overshadowed those who did not; 60 changed, while only 18 parents reported no change. For some of those 18, of course, the child was already happy and satisfied. Secondly, of those who changed, those who changed for the better vastly outnumbered those who became worse. Forty-nine parents reported their sons or daughters seemed happier and more satisfied, while only 11 reported that their siblings were less happy.

Of the 60 students who changed, parents of 46 of the students attributed the change to Adams. Only one said that Adams definitely had no effect, while 13 were unsure. Of the 46 who reported that Adams affected their sons or daughters, 39 reported that the change was for the better; only seven reported that Adams caused dissatisfaction and unhappiness.

In percentage terms these figures are perhaps most striking. Adams was reported to have had an effect on the happiness and satisfaction of 69% of its students. Of the 46 students that Adams affected, 85% were affected in a positive direction (toward greater happiness and satisfaction). Only 15% were affected negatively.

Question 3

Is your son more anxious and tense now than he was in previous school years, or less so? For example does he have more trouble sleeping, does he eat less well, does he continually seem upset?

Could you give some examples to illustrate any differences you perceive?

What part, if any, do you think Adams has played in this change?

The Responses

		NATURE OF THE CHANGE		
		Better	Worse	Same
EFFECT OF ADAMS ON THE CHANGE	Adams caused	20	4	
	Adams had some effect	7	5	
	Adams had no effect	2	1	
	Don't know	6	2	—
	TOTAL	35	12	27

The Summary

Combine a new school, new friends, new faculty, with an experimental curriculum and a potentially tense and anxious situation for students is created. Yet 83% of the parents interviewed felt that their children had either become less tense and more relaxed, or at least remained the same, compared to previous school years.

It is interesting to note that 57% of the parents that reported a change in their students felt that Adams had helped to reduce the anxiety and frustration. Only 12% of the parents said that the program at Adams had caused greater frustration for the students.

Question 4

Does your son have a clearer sense of what he wants to be in life, of what his goals are, than he had at the beginning of the school year or last year? For example does he know now that he wants to go to college, or that he wants to run a business, or that he wants to help people, whereas previously he hadn't thought about it?

Could you give an example which you think illustrates this change in his goals?

What effect, if any, do you think Adams had in bringing about this change in his goals?

The Responses

		NATURE OF THE CHANGE		
		Better	Worse	Same
EFFECT OF ADAMS ON THE CHANGE	Adams caused	19	3	
	Adams had some effect	5	1	
	Adams had no effect	4		
	Don't know	3	—	—
	TOTAL	31	4	41

The Summary

This question posed a number of difficulties in interpreting the parent's responses. It was difficult to judge a change in a set of goals, or the desirability of a chosen career, or the uncertainty about a future occupation as being either "better", "worse" or the "same". Below are four situations that occurred on the interviews that explain the problem in classification of parent responses.

Question 4 (contd.)

1. Is it necessary, or even desirable, for a high school student to have his goals for life planned in the 9th, 10th or 11th grade?

2. A high school freshman gives up his dream of being a "fireman" and now is confused about what direction he will take in life. In our interview classification system this situation would be classified as being "worse" because he has no goal direction. However, this student might have grown a long ways towards maturity when he gave up a childhood fantasy and started to look seriously at himself. This growth could be positive. If the student had grown stronger in his childhood dream of being a "fireman," on our scale, this would have been classified as "better" yet it might be a negative growth pattern.

3. Is it "better" or "worse" for a student to change his mind from a career that would have included college to one that would not require a college degree? Many parents expressed concern if their child did not show interest in college and consequently gave negative answers to this question if the students goals did not include college. A few parents expressed concern for they felt that "Adams' teachers were telling students that college was not necessary for success."

4. If a student makes many changes in his goals during the year, would this be rated as "better" or "worse"? Parents gave positive answers to this question if the goals that the student was currently thinking about were consistent with the parents' aspirations for the student. But if the goals were not what the parents thought was worthwhile, the responses were then negative. For example, if the student changed his goal from medicine to music, some parents regarded this as a negative change where others said it was a positive change.

We used the parent's own judgment of better or worse. Keeping these ideas in mind there are still some interesting comparisons that can be made from the data received on the interviews. Thirty-five parents reported that their child became more clear as

Question 4 (contd.)

to his goals and direction during the year. At the same time 41 parents reported no change during the year. Within the 41 interviews that stated no change, there are students who had goals set before coming to Adams and some that have not set their goals. It is interesting to note the influence that Adams had on the students that were reported as having changed during the year: 28 out of 35 parents felt that Adams had influenced the change. Of those students affected by Adams, leading to goal setting, 86% had a positive change. Only four students were reported by parents as regressing, in their sense of goals, because of their experience at Adams.

The difficulty of interpreting parent responses to this question has caused us to reevaluate this objective for Adams and clarify it.

Question 5

Does your son take an active interest in more things now than in previous years, or fewer? For example: previously all he wanted to do was work on his car. Now he reads different things, tried out for the school play, and has a hobby.

Could you give some examples to illustrate this change?

What effect, if any, do you think Adams had in bringing about this change in the things he is interested in?

The Responses

		NATURE OF THE CHANGE		
		Better	Worse	Same
EFFECT OF ADAMS ON THE CHANGE	Adams caused	16	1	
	Adams had some effect	6		
	Adams had no effect	2	1	
	Don't know	7	4	—
	TOTAL	30	6	32

Question 5 (contd.)

The Summary

One of the goals that Adams worked on this past year was to help expand the interests of students into new areas. Thirty-six parents interviewed reported that they noticed a change in the students interests, 32 reported no change from earlier years. Thirty of the 36 students that changed had a positive change. Of the six with a negative change 5 parents reported that the change was caused by situations outside of the school and only one parent, out of 68, felt that Adams had caused the student's interests to decrease. According to parents interviewed that reported a change, Adams affected 61% of the students and caused a positive change in expansion of interests.

This question was also difficult to score. This was due to the parents feelings about items that were of current interest to their children. If the interest areas met with approval of the parents, the responses were positive, but if the area of interests had widened but were in areas that did not meet with parents' approval, the responses were negative.

It was mentioned in a few interviews that the students interests in a particular area deepened but did not necessarily expand into other fields.

Question 6

Have his dress and manners changed? For example: he used to be well dressed and courteous; now he wears blue jeans and argues with everyone.

Could you give an example or describe how he has changed?

What part, if any, do you think Adams played in causing this change?

Question 6 (contd.)

The Responses

		NATURE OF THE CHANGE		
		Better	Worse	Same
EFFECTS OF ADAMS ON THE CHANGE	Adams caused	4	14	
	Adams had some effect	1	3	
	Adams had no effect	7	1	
	Don't know	—	3	—
	TOTAL	12	21	41

The Summary

From the data given in the chart above it can be seen that 40% of the parents interviewed were dissatisfied with their children's appearance over the year. Of the 33 students who changed their style of dress, 21 were reported as worse, and only 12 showed an improvement, in the opinion of parents. Only five parents expressed the feeling that Adams had helped to improve their children's ideas of appropriate school dress. Twenty-one parents felt that Adams had caused the negative change in their student's dress.

Forty-one parents reported no change in the student's dress or manners; this was expressed in both satisfactory and unsatisfactory terms.

Two interesting notes: First, one parent, who was upset, reported her son as saying "dress is unimportant...what is important is what you think and what you do"; second, another parent at Adams was pleased that there is "less pressure on parents to keep up with the elite". The difficulty of determining the value of a dress code is perhaps most succinctly illustrated by these two statements.

Question 7

Does your son express his ideas and opinions more often now than he did before? For example: Previously he said very little about anything; now all at once he wants to talk about the Vietnam War all the time.

Could you give some examples or describe how he has changed?

What part, if any, do you think Adams played in causing this change?

The Responses

		NATURE OF THE CHANGE		
		Better	Worse	Same
EFFECT OF ADAMS ON THE CHANGE	Adams caused	21	2	
	Adams had some effect	16		
	Adams had no effect	8		
	Don't know	5	2	—
	TOTAL	50	4	21

The Summary

An overwhelming change in the students ability to express his opinions was reported by parents to this question. Sixty-six percent of the parents interviewed said that they felt their child had made an improvement in his ability to express his opinion. Sixty-nine percent of the parents that noted a positive change felt that Adams, with its freedom to discuss topics, and the encouragement of the faculty to help students express themselves, had been instrumental in bringing about the improvement.

Only 3% of the parents, that is 2 out of 75, felt that Adams had caused a regression in the students willingness to express himself.

Question 8

Does he react any differently now when someone disagrees with him than he did before? For example: Previously he got very angry when someone disagreed; now he listens to what others have to say.

Could you illustrate any changes with examples?

What part, if any, do you think Adams played in causing this change?

The Responses

		NATURE OF THE CHANGE		
		Better	Worse	Same
EFFECT OF ADAMS ON THE CHANGE	Adams caused	15	5	
	Adams had some effect	7	2	
	Adams had no effect	1		
	Don't know	10	5	
	TOTAL	33	12	30

The Summary

Tolerance and understanding of another's point of view is an important lesson to be learned. From the interviews with parents it was found that 44% of the students had become more tolerant of others when there was a conflict over a point of view. Of the 45 parents that stated they had observed a change, 64% felt that Adams influenced the change. Only 7 students appeared to have less tolerance because of their experience at Adams.

Thirty parents reported that they had not noticed a change. This 40% of the students would include both students who were tolerant of others as well as those who were intolerant before coming to Adams.

NOTES

It is necessary to include a few notes that deal with areas mentioned by parents which were not covered by interview questions. The tone and nature of responses deserves comment and will give clarification to some of the answers given by parents.

At the end of the notes there are a series of favorable quotations collected which indicate a further range of interesting perceptions on Adams.

1. The structure, curriculum and ideas of freedom were criticized on approximately 30% of the interviews. A typical response was the feeling by parents that students were too young, especially the freshmen, to handle the free time at Adams, that students enjoyed the lack of pressure and consequently did not try to learn or work. Because the school was not pushing the students with strong direction and not using tests, books, and "normal" courses, students would not get a good education; in particular, they would not get into college.

2. The need for "law and order" was expressed on 20 interviews. There was a feeling that students were too immature to be allowed to move about the school and park without rules, that students really wanted rules and that without the rules, the students did not know how to behave. Students must be required to attend classes and parents must be notified if students are missing classes.

3. Four interviews expressed the feeling that there was more opportunity at Adams than at other schools. The reasons seemed to be from two areas: one, that the school encouraged students to become involved in activities, and two, that there were fewer students enrolled, thus less competition.

4. From 37 other interviews there were statements of praise and support for the program at Adams. The freedom allowed for student growth, helped in the awareness of the problems of society, enabled the students to gain a better self-concept, and encouraged students

to become vocal and less emotional in expressing their opinions. This was attributed to a number of things: one, the atmosphere of the school was friendly; two, the students were respected by the teachers; and three, the teachers worked to develop a relationship with the students that helped the students grow and become independent.

5. Four parents expressed the feeling that the Adams program actually helped their teenager to mature and become a young adult.

6. On six interviews, parents expressed some teachers were dressing as sloppy as the students. They felt teachers should set an example in their dress for the students to follow.

7. The desire for closer working relations between the school and the parents was expressed on eight interviews. Earlier notification from teachers that a student was having difficulty in class, instead of waiting until it was too late, was requested. Parents want to be notified when students are missing classes. A few parents remarked that teachers did not return telephone calls or make efforts to contact parents.

8. Only four parents said that they would transfer their students to another school next year. They felt their sons and daughters would not get a "good" education at Adams; the area that was singled out to be weakest was mathematics.

9. The issue of race problems was mentioned on seven interviews. (Note that there was no question that asked for a response dealing with racial issues.) Three parents were concerned that black students were "suppressing white students." White girls were afraid to walk in the halls, in the park, and to enter restrooms from fear of black students. Two parents added that the "black leadership" had caused a lot of trouble for the school this year. One parent said that she felt that white students got all the "good" classes. Only one parent expressed the feeling that her son had progressed in his understanding of some of the problems of minority groups and had become willing to work to overcome prejudice.

Below are 14 quotations from the parent interviews that are encouraging and exciting signs of progress:

1. I feel Adams, with it's method of free and open discussion encouraged, was responsible for our son to overcome shyness and bashfulness.
2. I think the teachers at Adams strive to have the students analyze situations--they are more open in their attitudes.
3. The grading system at Adams is more relaxed and not as stringent as at other high schools he attended. No pressure about grades.
4. Our daughter who had been a good student in grade school and then "turned off" during first two years of high school...this has been the most positive school experience. The interest of the teachers, informality of the structure has encouraged and renewed her interest in school.
5. The atmosphere of Adams has enabled her to enjoy school--did not in previous school.
6. She had unhappy and bad experiences in two other high schools... she likes Adams because of different attitude on part of faculty making for better relationships between students and teachers.
7. Adams showed that "they" cared about our son.
8. Adams has helped...teachers seem to relate to students.
9. Adams has taught the ability to "want to learn."
10. Happier in school...basically not having education crammed down her throat. More relaxed approach to teaching.
11. Our son was trained at home to have responsibility, and Adams has allowed him the opportunity to make decisions.
12. Family always has had discussions over her troubles. Now a new element, "why", has been added.

13. (Adams has helped)... by letting the students be on their own, making him responsible for his learning.

14. Friendliness of school contributed...teachers took a more personal interest in her.

CONCLUSION

Because of the degree of care exercised to protect the random sample and the high likelihood that the results of the interview are true of the total Adams student population, it can be concluded that there has been a positive growth and improvement in the behavior of students as observed by parents. Two important issues are raised with this conclusion. First, did the change result from the students experience at Adams or was it a normal growth pattern associated with adolescence? We have only the parent's judgment. Second, how does the behavioral change of Adams students as expressed by parents compare to views of parents of students in other Portland high schools?

We intend to conduct a similar interview with Adams parents next year to compare and measure the behavioral change that has taken place during the two years of the school's operation. To help answer the issues raised above, it is suggested that a random sample of parents from other Portland high schools be selected and interviewed to provide comparative data for the Adams study.

THE EVALUATION OF PUPILS

CHOICE OF CREDIT-NO CREDIT VS. GRADES

All Adams students had the option of taking their courses either for a letter grade or simply for credit. The majority of the teaching and administrative staff believed that an evaluation system based upon Credit-No Credit rather than letter grades was preferable for sound educational reasons. For example, we feared that some students would value maintaining high grades more than satisfying intellectual curiosity. These students might avoid stimulating but demanding courses, fear to risk their grade by trying something new, or frantically work to raise a C+ to a B-, rather than work to increase understanding. In short, we believed that an evaluation system based on Credit-No Credit would tend to stimulate interest in learning as an intrinsically rewarding activity. However, we were aware that some students and their parents, for a variety of reasons, might feel more comfortable with the more familiar letter grades. We also knew that some colleges put a great deal of emphasis upon a student's grade point average, although we hoped to persuade them to give equal consideration to students without grades. Therefore, we made it possible for students and parents to choose the system by which the student would be evaluated; that is, Credit-No Credit; or Grades (A,B,C, No Credit).

The term Credit indicated that the student had successfully fulfilled the obligations and responsibilities that he undertook when he enrolled in the class. In some areas these obligations were negotiable, whereas in others the obligations and criteria for success were firmly set by the teacher at the outset of the course. The term No Credit indicated that a student had not yet fulfilled his obligations in a class, but could receive credit as soon as those obligations were met. It is important to understand that No Credit did not mean that the student had failed the course; but rather, that for any number of reasons, for example, poor health, lack of effort, dropping of the class, the student was in the process of completing, but had not yet completed course requirements.

Problems Related to Credit-No Credit Choice

Other high schools, both in and out of Portland, generally required letter grades to accompany Adams students transferring to them. Also students were allowed to change their original choice once before the end of the semester. For these reasons, even though a student had chosen Credit-No Credit, grades were maintained for him. Some teachers felt that this tended to undermine the spirit of the Credit-No Credit evaluation policy, as they were forced to continue to think in terms of letter grades.

With the first class to graduate in the spring of 1971, the problem of college admission will become critical. We have initiated correspondence and discussion with college admissions officers on the issue of acceptance of students with Credit-No Credit evaluations. To date, the response has been mixed: colleges in the Oregon state system, and several others (particularly "prestige" colleges), have indicated that the lack of a GPA will not adversely affect the Adams students' chances of admission. Some have said they would rely heavily on college board examinations, counselor recommendations, or other indices in lieu of a GPA. College bound students were advised that letter grades were usually a prudent choice, especially if they foresaw need for financial aid.

We were interested in finding out which students, and for what reasons, selected Credit-No Credit rather than grades, and how these choices were distributed among departments. A survey revealed the following data.

Results

GRADING PREFERENCES OF STUDENTS IN PERCENTAGES GENERAL EDUCATION VS. ELECTIVES

	Overall		Freshmen		Sophomore		Junior	
	CR	GR	CR	GR	CR	GR	CR	GR
Electives	48	52	44	56	46	54	57	43
General Education	55	45	50	60	53	47	64	36
TOTAL	50	50	45	55	48	52	59	41

GRADING PREFERENCES OF STUDENTS BY DEPARTMENT IN PERCENTAGES

Department	Overall		Freshmen		Sophomore		Junior	
	CR	GR	CR	GR	CR	GR	CR	GR
Foreign Language	27	73	31	69	23	77	27	73
Science	33	67	25	75	36	64	38	62
Physical Education	40	60	43	57	35	65	14	86
Home Economics	44	56	45	55	40	60	50	50
English	51	49	43	57	52	48	48	52
Business Education	51	49	40	60	53	47	59	41
Music	52	48	(Music makes no distinctions by class)					
Art	67	33	79	21	70	30	100	0
Work Experience	69	31	43	57	41	59	86	14

Interpretation of Findings

While the overall distribution of letter grades and Credit-No Credit choices was equally divided, the trend was away from letter grades among older students. While 55% of the freshmen preferred letter grades, only 41% of the juniors chose letter grades.

There was wide variation among departments in the percentage of students who chose Credit-No Credit rather than letter grades. In the

Physical Education department, for example, the overall trend was reversed: 60% of freshmen, but 86% of juniors, chose letter grades. At all grade levels, students chose to be evaluated in Physical Education by letter grades more than Credit-No Credit. Music and Art students chose Credit-No Credit over grades, with 100% of the juniors in Art classes choosing Credit-No Credit. The Foreign Language department had the highest percentage of students choosing letter grades (73%), and the Work Experience department had the highest percentage choosing Credit-No Credit (69%).

These variations suggest several hypotheses:

1. Students may have chosen letter grades in subjects in which they felt fairly confident of success. Juniors who elected Physical Education, for example, may have been those with high degrees of athletic prowess.

2. Students may, in some cases, have been strongly influenced by teachers, one way or the other. Unanimity of choice in one class suggests teacher influence.

3. Some departments may have high enrollment of less able students, who might tend to avoid a letter grade. The high percentage of Credit-No Credit choice made by students in the Work Experience program might be an example of this.

4. Other departments may attract a high enrollment of academically talented students who might prefer letter grades. The courses traditionally taken by the college bound student, such as Foreign Language and Science, could be examples.

5. There may be a relationship between student ability and the choice of grades versus Credit-No Credit.

The data presented here only raise these speculations; they are insufficient to provide the basis for any conclusions. Further inquiry into the functioning of the evaluation system is planned.

REASONS FOR THE RECEIPT OF NO CREDIT

In the usual sense of the word, No Credit is not a grade--it is simply an indication that credit has not yet been earned in a particular class. Since a student may not fulfill his credit requirements for any number of reasons, and because the receipt of No Credit does not brand the student as a failure, it was predicted that teachers would tend to give more No Credit evaluations to indicate noncompletion of course requirements than they would if required to give an "F". Therefore, No Credit could be predicted to be a more accurate indicator of insufficient performance than failure grades in other schools.

An analysis of the reasons that students received No Credit might indicate whether these hypotheses had validity, as well as provide information about how these students could be more effectively helped.

Teachers were asked to give reasons why students in each of their classes received No Credit. The form provided for this purpose asked teachers to check one or more specific reasons why no credit could be given, to check the underlying problems the teacher felt had affected the student's performance, and to recommend ways of helping the student overcome these problems.

When the reports were returned and the data interpreted, it became apparent that the Physical Education department represented a unique situation. Extremely large numbers of students had received No Credit, and the reason given in almost every case was class nonattendance. Because the numbers were great enough to distort interpretation of the No Credit data as a whole, the Physical Education data are not presented here.

The number of reports here interpreted was 283; 187 from elective courses (except Physical Education) and 96 from General Education. These 283 reports dealt with 199 different students. Overall, 7.8% of students did not receive credit; elective teachers gave No Credit to approximately 7.7% of their students, and General Education teachers to approximately 7.9%.

The reasons given for the receipt of No Credit were:

	Electives	General Education
Poor Class Attendance	40%	46%
Failed to Complete Work	33%	30%
Poor Participation in Class	14%	15%
(All Other Reasons)	13%	9%

As can be seen, there was no major difference between the elective courses and the required course, General Education. Almost half of those receiving no credit did so because their class attendance was poor.

The inferences for the underlying causes were summarized thus:

	Electives	General Education
Unwilling to Try	12%	11%
No Capacity to Work Independently	12%	9%
Unable to Resist Attractions of the Park, the Halls, etc.	21%	20%
Very Little Interest in the Subject Matter in the Class	13%	14%
Seems to Have No Interest in School	7%	12%
All Other Inferences (None more than 5%)	35%	34%

Again there was almost no difference between the elective courses and General Education.

Teachers were asked to make specific recommendations for the best way to deal with each of the students who received No Credit. It was anticipated that if teachers' recommendations fell into a small set of categories, it would guide the implementation of new procedures for reducing the number of students who were doing inadequate work.

The recommendations did fall into three major categories:

	Electives	General Education
Family Counseling	16%	17%
Put On Close Attendance Check Early Next Year	35%	24%
Needs More Teacher Direction	24%	30%
All other Suggestions	25%	29%

Specific actions have been taken for the school year 1970-1971 based on these recommendations. The only major difference seems to be that General Education teachers tended to blame themselves, indicating that the student needed more direction than he got. They were not so bothered by poor attendance. Elective teachers, on the other hand, either were more bothered by poor attendance or regarded compelling the student to attend as a more effective way of dealing with the problems of their No-Credit students.

TRAINING: 1969-1970

OVERVIEW

The training program at Adams High School in the first year of operation was a very ambitious one. We had contracts for training or agreements to train from five different teacher training organizations: Portland State, Oregon State and Harvard Universities; Lewis and Clark and Reed Colleges. As part of these contracts for training we had a grand total of eleven joint appointments among the senior members of our staff.

Approximately ninety individuals had all or part of their training within Adams High School. This number will increase to approximately 115 individuals in the year 1970-71. Teacher trainees, both student teachers and intern teachers, make up the vast majority of the 70 we had in training this past year. In addition, we had a small number of social work trainees, counseling trainees, and pre-student-teaching "students in residence" within the vocational education areas.

FEDERALLY FUNDED TRAINING PROJECTS

We were extremely fortunate in having two federally funded projects emanating from the Educations Professions Development Act of 1967 to help launch our initial year of training and instruction. One of these projects was conceived to help train the staff to open the school. The second project enabled us to undertake the Portland Urban Teacher Education Project, a program for training teachers who would be successful in dealing with disadvantaged students. This was based at Adams High School, but affected four other Portland high schools. These two projects represented somewhat better than $200,000 of outside funding.

For our second year of operation we anticipate a significant increase in the number of outside funded projects. We have a second grant to enable us to continue the Portland Urban Teacher Education Project in much the same form as was implemented in the first year of operation. In addition, we have a second EPDA Project which is enabling Adams, as well as the Portsmouth Middle School, to train a number of individuals for specialized and differentiated school roles during the summer of 1970 and throughout the academic year of '70-'71. These two projects account for approximately $170,000.

Training projects which are funded elsewhere, but which will have an effect on our training function, include one through Teaching Research, Monmouth, Oregon, which allows us to experiment in the development of protocol teaching materials. A second, centered at the University of Oregon, uses Adams as a site for a Teacher Corp Training Program. A third, through Portland State University, will use Adams as a site for training school social workers. Proposals for additional federal money are in the offing and prospects seem quite high for additional funding throughout our second operational year.

STRUCTURAL, PERSONNEL AND ROLE CHANGES FOR THE SECOND YEAR

Quantitatively we excelled in numbers of trainees, programs undertaken, joint appointments, contracts with training institutions, and outside funding. Qualitatively we lagged: we labored under inadequate supervision of training experiences and poor coordination of training with research and instruction.

The most significant change for training in our second year of operation is the reorganization of training, research, development and dissemination into the clinical division of Adams High School. The clinical division will be one of three divisions of Adams for the second year, the other two being the administrative and the instructional divisions. All training, research, and development work will be headed by the Director of the Clinical Division, and approximately twelve FTE will be involved in this effort.

During the first year of operation responsibility for the clinical supervision of trainees, both interns and student teachers, was spread across three distinctly different roles: the two coordinators of teacher education, the four curriculum associates, and the eight team leaders. Our first year's experience made us painfully aware that clinical supervision is not properly done if it is one of many responsibilities of a very busy group of individuals. Therefore, an additional modification in the training organization for the second year is the introduction of a clinical supervisory role. During the second year we will have one half-time, and two three-quarter time clinical supervisors within General Education, and a half-time supervisor in the vocational education areas. In order to enable these individuals to gain the necessary experience and skills to perform their roles, we conducted a supervision workshop during the summer, closely allied to a program for training the Portland Urban Teacher Education Project interns.